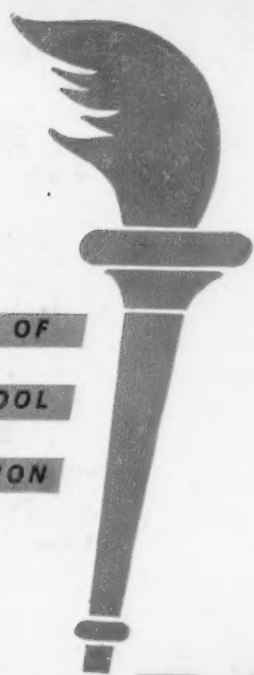


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THE MAGAZINE OF

BETTER SCHOOL

ADMINISTRATION



The Nation's Schools

SEPTEMBER 1949

Roy Larsen on citizens' commission • Nettleton on
federal aid and religion • Morrison and Burke on New York's
merit plan • Crone on heating • Stenius on feltboard
as teaching aid • Hauser on preplanning the school plant

Healthy Students are Better Students



EDUCATORS HAVE long taken the lead in molding the youth of our country to the best known health standards. And it is our educators, too, who are constantly seeking and probing new opportunities to safeguard and improve health habits. Look, for example, at what has been accomplished in recent years through scientific lighting for better vision.

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73 BRANCHES FROM COAST TO COAST WITH SUBSIDIARY COMPANIES IN: TORONTO • LONDON • STOCKHOLM • AMSTERDAM • BRUSSELS • ZURICH • MEXICO CITY

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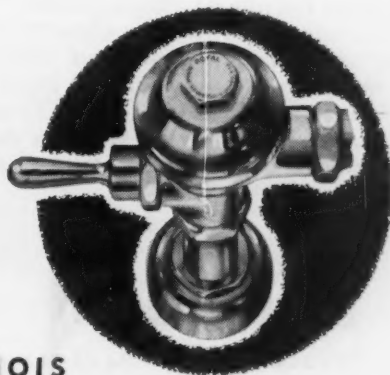
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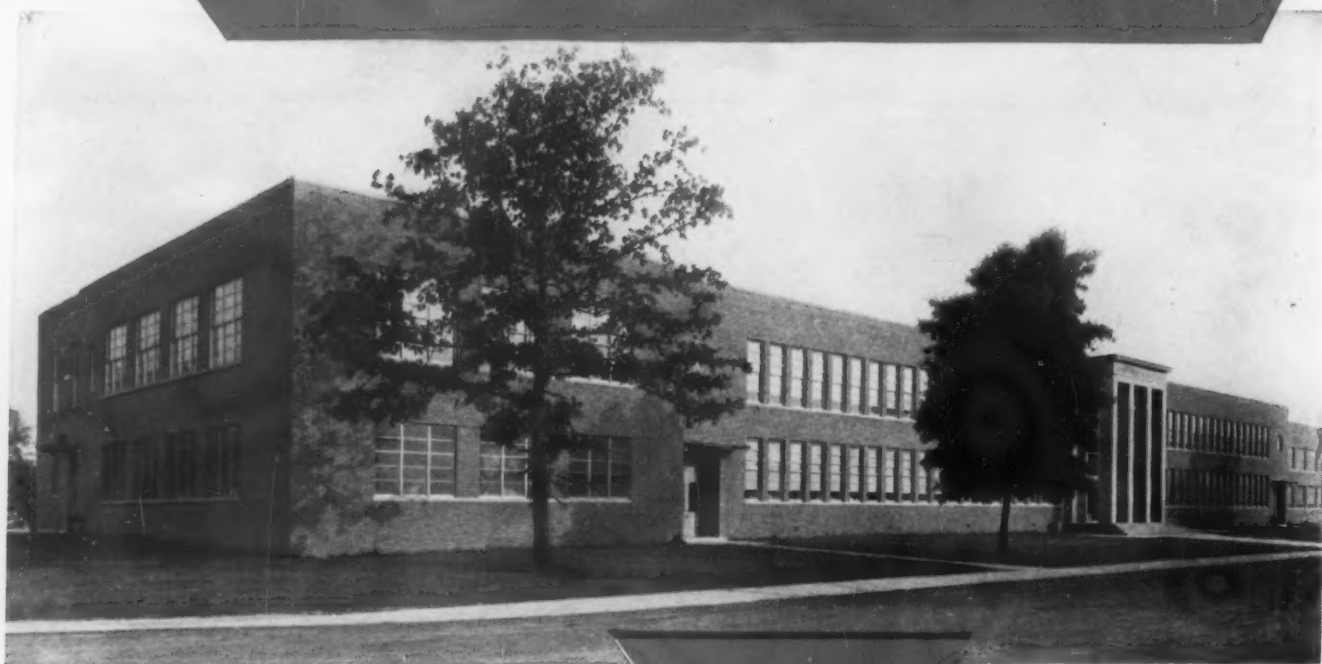
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The Nation's Schools

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

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AMONG THE AUTHORS



Tully Nettleton

TULLY NETTLETON, whose article, "Federal Aid Caught in Religious Crossfire," appears on page 26, is a staff writer on special projects for the *Christian Science Monitor*. Mr. Nettleton received his B.A. degree, with a certificate in journalism, from the University of Oklahoma. After working several years on Oklahoma newspapers, he joined the staff of the *Monitor* in 1926. During most of the Thirties he was assistant chief editorial writer and Washington editorial writer for that newspaper. From 1942 to 1945 Mr. Nettleton served as a reserve officer in the U.S. Navy; he was released to inactive duty as a lieutenant commander. A series of articles he wrote for the *Monitor* has been reprinted as a pamphlet called "Church, State and School."

WALTER S. HOLMLUND tells on page 49 how community-school planning was effectively employed in the solution of some school health problems at Flint, Mich. Since 1945 Mr. Holmlund has been supervisor of visiting teachers in a cooperative project with the Mott Foundation. He received his A.B. degree from Northern Michigan



W. S. Holmlund

College of Education at Marquette and his M.A. degree from the University of Michigan. He studied psychiatric social work at the Detroit Children's Center. In 1945-46 Mr. Holmlund attended the Yale School of Alcohol Studies. Formerly he was a teacher at Dollar Bay, Mich., and at Ann Arbor, Mich. From 1942 to 1945 he was a psychiatric social worker for the Ann Arbor public schools and also was director of the school health service in 1944-45.

WILLIAM B. AXTELL is a graduate student and part-time instructor in education at Syracuse University. He formerly held teaching positions at Sharon Springs and Ithaca, N.Y., and Union College, Schenectady, N.Y. He received his A.B. from Union College and his M.A. from Syracuse University. Mr. Axtell worked on Syracuse University's all-university self-survey and also took part in the Syracuse public school building survey. His article on page 29 discusses a noon-hour program for schools. . . . DARROL E. ROBINSON, co-author, is a graduate assistant in the bureau of school service at Syracuse University and secretary to the English 12 Study, Central New York School Study Council. He received his B.S. and M.A. degrees from the University of

Maine. Mr. Robinson has been a teacher in elementary and secondary schools in Maine and was an instructor in an army officer candidate school during the war. He writes poetry as a hobby and, he says, gets "quite serious over trying to improve a rusty baritone voice."



L. J. Hauser

While working for his Ph.D. at Teachers College, Columbia University, L. J. HAUSER conducted research on the school building facilities and teaching staffs of blighted urban areas. The knowledge gained in that study was put to work when he planned the Blythe Park School at Riverside, Ill. (p. 38). Dr. Hauser has been superintendent at Riverside since 1931. Previously he had been principal at Hoffman, Minn.; superintendent at Brooten and Mabel, Minn., and assistant professor of education at Gettysburg College, Gettysburg, Pa. Dr. Hauser enjoys writing about his profession as well as practicing it. He is an amateur pianist, photographer and golfer.

V. F. DAWALD began his career in education as a classroom teacher in rural Indiana schools and later taught in consolidated and city schools in that state. After three years as principal of the high school at Peru, Ind., he went to Beloit, Wis., as director of curriculum. Since 1938 he has been superintendent of the Beloit schools. As his article on page 47 suggests, Mr. Dawald is especially interested in programs designed to bring professional growth to teachers in service. His favorite leisure-time activities are flower gardening, color photography, fishing, hunting and traveling.

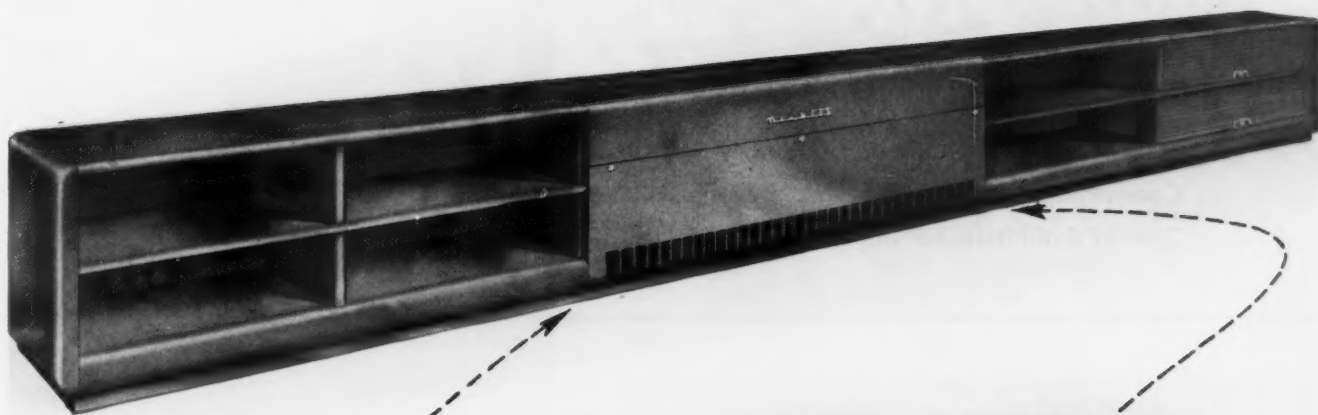


V. F. Dawald



Katharine Dresden

KATHARINE W. DRESDEN, whose article on the use of periodicals in the California schools appears on page 44, is a lecturer in education at Stanford University, where she received her Ed.D. degree this spring. She received her B.A. and M.A. degrees from the University of Wisconsin. Miss Dresden formerly taught at Riverside High School, Milwaukee; from 1946 to 1948 she was psychological counselor for the Milwaukee public schools.



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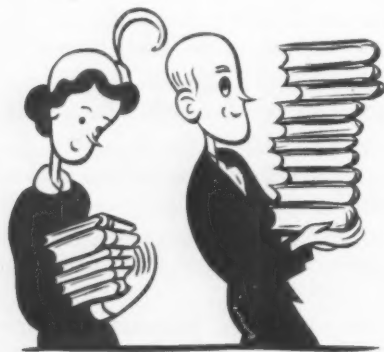
P.T.A. Sponsors Community Library in School . . . Juvenile Delinquents Need Courses in Adult Psychology . . . Teachers Learn About Aviation . . . Museum Has Special Exhibition for the Blind . . . 21,000 Students Run City for Three Days

BECAUSE there is no public library in Matoaka, W. Va., the parent-teacher association there sponsored a community library for adults in the elementary school.

The West Virginia Library Commission, whose headquarters are in Morgantown, lent Matoaka 500 books for a six months' period. The only cost to the P.T.A. was for the transportation charges from and to Morgantown.

Members of the P.T.A. served as librarians each afternoon Monday through Friday. Books were lent to Matoaka citizens for two weeks without charge.

The average number of books checked out at any one time was 50. Not only did more people read, but also they read more widely because of



the variety of books in the library—history, biography, science, domestic science, health, religion and fiction. Then, too, the library improved the relations between the citizens and the schools by bringing more patrons to the school.

Matoaka hopes to make the library a permanent institution.

HOW does a plane fly? What keeps it up? Why is a wing curved? How does a plane resist gravity?

When their students ask such questions this fall, at least 16 teachers are going to have the answers. Hand-

picked from their school districts and given scholarships, the teachers attended a three-week aviation workshop at Teachers College, Columbia University, this summer.

They learned almost everything about aviation but actual flying, even receiving simulated flight experience in a Link trainer in the laboratory. They visited airports, explored a navy flying boat, helicopters, dive bombers, and carrier Corsairs, and went through an airplane manufacturing plant.

During the last week of the course the workshop students chartered a plane and acted as back-seat drivers on a New York to Washington flight.

Purpose of the workshop was to teach the teachers, 13 men and three women, the technological and social implications of aviation. They hope to introduce aeronautics programs in their own schools this fall—and to be able to answer almost any question on aviation their students can think of.

CCOURSES in adult psychology for boys might help to reduce juvenile delinquency.

That's a conclusion reached by William W. Wattenberg, associate professor of educational psychology at Wayne University, as a result of a research study made in cooperation with the Detroit police department.

"Some boys get in trouble over and over again not so much because of what they do but because they rub adults the wrong way," Dr. Wattenberg believes.

"The findings," he added, "suggest the possibility that in some cases 'delinquency' represents an adult reaction to a youngster rather than a pattern of behavior in the young person."

When a boy has a bad reputation, his acts, which might be excused in a "good" child, are likely to be treated more seriously by adults, the psychologist points out. Too, he is more likely

to be picked up on suspicion, while other boys may escape the consequences of misdeeds because they are not suspected.

Dr. Wattenberg's conclusions are published in a booklet, "Boy Repeaters," the third in a series on this study.

ONLY the blind, and persons accompanying them, may attend a special exhibition at the Science Museum of South Kensington, London.

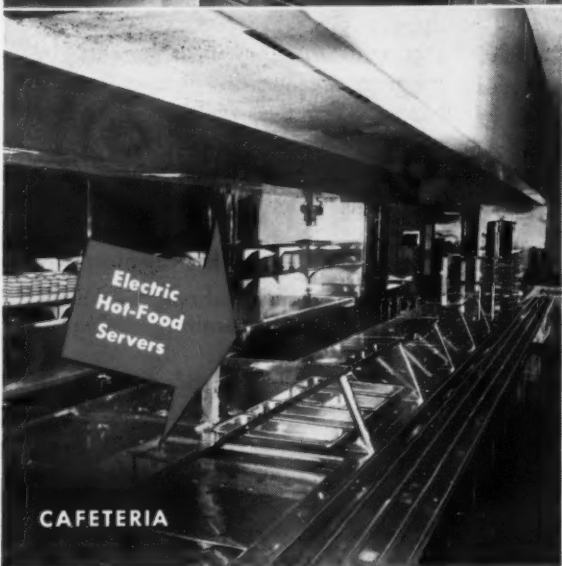
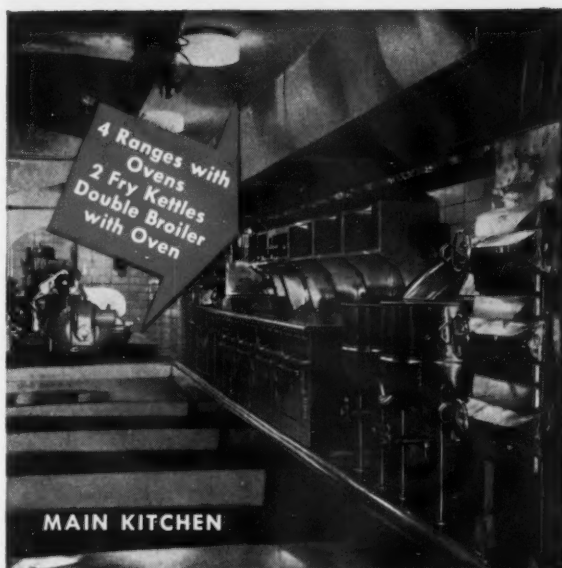
Sixty displays are placed on tables about waist-high, so that they can be touched easily by the visitors. Labels



printed in braille explain the displays; longer labels printed in ordinary type may be read to the blind by their escorts. Most of the displays are scale models illustrating scientific principles ranging from mathematics to the problems of road and rail transportation.

A visit to the museum by a group of blind students suggested the idea for the special exhibit. It is believed to be the first of its kind in the world.

EVERY phase of city life—from directing traffic to managing hotels—was taken over by 21,000 boys and girls in Brno, the capital of the Czechoslovakian province of Moravia, for three days. That, their elders felt, was the best way to teach students the problems of running a modern city. At the end of their term in office, the most promising of the city's youthful administrators received prizes.



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Questions and Answers

Federal Tax

Shouldn't the federal tax be exempted on admission tickets sold for activities of schools and other non-profit organizations?—M.R.E., Iowa.

The federal tax on admission tickets is a "luxury" tax paid by the individuals who buy the tickets and is not levied against the individual or organization that sells them. The organization is merely required to collect the tax from its customers and turn it over to the collector of internal revenue.

A school athletic contest, a school play, or other activities in the same general category are regarded as entertainment or amusement for the ticket buyers and not as an educational service purchased by them for their own cultural improvement. Therefore the theory is that it makes no difference whether the seller of the tickets is a public school or a nonprofit private organization or a private proprietary amusement business. The whole transaction is primarily between the federal government and such individuals as are able to buy "luxuries" in the form of amusement tickets.

The federal government has an undoubted right to tax individual citizens directly, and it would seem to be rather difficult to sustain an argument that citizens who buy football tickets or school play tickets should not be treated in the same manner as those who buy other types of expensive amusements.

There is something to be said, however, for the exemption on tickets purchased for activities that are obviously educational rather than merely entertaining in nature, such as lecture courses, musical concerts of high quality, and school debates on public issues. Exemption on such activities would actually constitute a form of federal subsidy for adult education, which naturally has a very great appeal to those of us interested in the financing of education of all types.

Such a federal subsidy for adult education would not be revolutionary

because the federal government has a long established policy of assisting educational and charitable institutions by exempting them from income taxes and by encouraging private gifts to them by exempting the gifts from the federal estate tax and from federal income taxes up to specified limits.—M. M. CHAMBERS, *American Council on Education, Washington, D.C.*

Good Taste in Dress

How far should schools go in requiring good taste in dress on the part of students?—C.A.S., Me.

1. We have always believed that school is the most important job of the student and that one should dress to appear at her best at all times as in any job. None of our girls wears slacks, jeans or ski pants except during the irregular days of final examinations when there are no classes. This is an unwritten law carefully explained to all incoming freshmen. They usually agree unanimously.

What teen-ager doesn't wish to be regarded "at her best"? The proper clothes—not too dressy—are discussed with the girls. Strangely enough, few now choose to wear jeans even to examinations. The changing trend of fashion to a more feminine type of apparel brings with it becoming feminine behavior, since one can scarcely avoid looking and feeling absurd doing rowdy things in clothes that make one feel dainty. This is definitely a case in which "clothes make the girl—more of a lady."

In the case of the boys, little discussion is necessary. They wear informal but neat clothing, and only the exceptional student must be "cleaned up." We insist that boys observe the courtesy of removing their hats in the buildings; otherwise there are no regulations.

For both boys and girls we discourage, in individual conference, any unusual type of dress that might distract from the normal routine.—ELISE RINKENBERGER, *dean of girls, high school, Highland Park, Ill.*

2. Since most persons are judged by appearance, speech and action, it becomes a part of the schools' educational program to consider appearance and dress, as well as speech and conduct. In Washington, every school presents courses in good taste and in dress and holds the pupils to certain standards.

Even in an elementary school, small children are asked not to wear sun suits, slacks or shorts to school. Appropriate dress for the occasion is emphasized. School is the child's business or work, and the clothes expected are those appropriate for work just as suitable clothing will be expected when the child is grown and in business.

The school expects a standard to be maintained even though it permits participation in the style trends of youth. Since extremes of any sort are poor taste, these extremes are not permitted in the school. Schools cannot and would not wish to force ideas upon pupils which might be in conflict with those of their parents. A program of education that will reach parents as well as children is needed in every school.—MARGARET PEPPER, *executive assistant to superintendent, Washington, D.C.*

Community Health Planning

How are public schools participating in community health planning?—C.G.M., Ark.

Some effective methods may be observed in New York State, where Gov. Thomas E. Dewey in October 1946 created the Interdepartmental Health Council, composed of the state commissioners for health, education, mental hygiene and social welfare, with a member of the legislature as adviser. The purpose of this council is to formulate and place in operation through the departments the necessary implementation for the state's expanded public health program.

The new council, in addition to coordinating activities already in process, was assigned the function of studying

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IRA JARRELL..... *Atlanta Public Schools*

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E. R. SIFERT..... *Maywood Public Schools*
W. B. SPALDING..... *University of Illinois*
VIRGIL STINEBAUGH..... *Indianapolis Public Schools*
W. W. THEISEN..... *Milwaukee Public Schools*
CHARLES H. THOMPSON..... *Howard University*
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C. C. TRILLINGHAM..... *Los Angeles County Schools*
JULIUS E. WARREN..... *University City Public Schools*
W. T. WHITE..... *Dallas Public Schools*

and recommending action on unmet or inadequately covered public health needs. Some of these needs are: school health, maternity and child hygiene, expanding psychiatric clinic services, relocation of physicians, industrial health, and accident prevention.

Pursuant to Governor Dewey's directive, a subcommittee of the Interdepartmental Health Council was appointed to study and formulate a report for coordination of school and community health services based upon the best use of existing available resources and facilities.

This subcommittee, composed of representatives of the four state departments of health, education, mental hygiene and social welfare, prepared a report which outlines a health program for school children utilizing the coordinated efforts of all community resources, both official and nonofficial.

The report of the subcommittee, together with recommendations supplementing the text of the report and directed toward implementing the report, was presented to the Interdepartmental Health Council in August 1948. The council now is studying the best method for effecting the coordination of school and community health service. It is expected that the public schools of the state will participate actively with local representatives of the other three state departments in improving and extending the school and community health program as outlined by the report of the subcommittee on coordination of school and community health services.

By statute, local school authorities are responsible for providing the state's program of school health service. At times it becomes necessary for the school authorities to utilize certain services of other state departments, such as the departments of social welfare, mental hygiene, and public health.

Public schools of New York State also participate widely in program planning with many community health agencies and representatives in such fields as school health examinations and medical supervision, school nursing and dental hygiene services, conservation of vision and conservation of hearing, communicable disease control, school sanitation, first-aid care in emergencies, safety education, health instruction, tuberculosis control, school lunch programs, mental hygiene, and services for handicapped children.—LILLIAN DE ARMIT, *New York State Education Department.*

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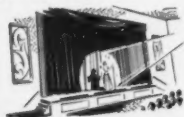
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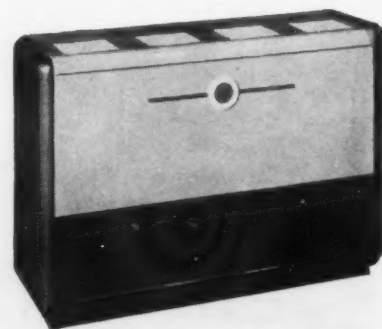


Safeguard their health in the schoolroom

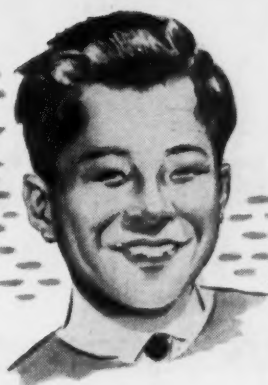
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**Journal of the American Medical Association, Feb. 26, 1949*

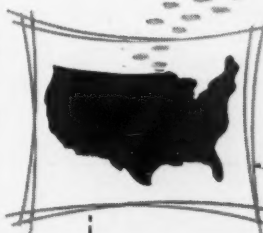


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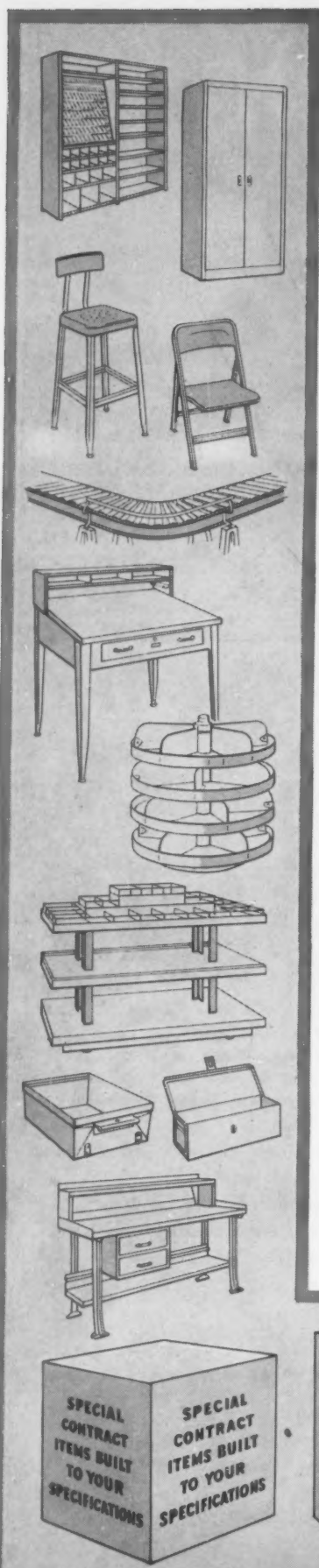
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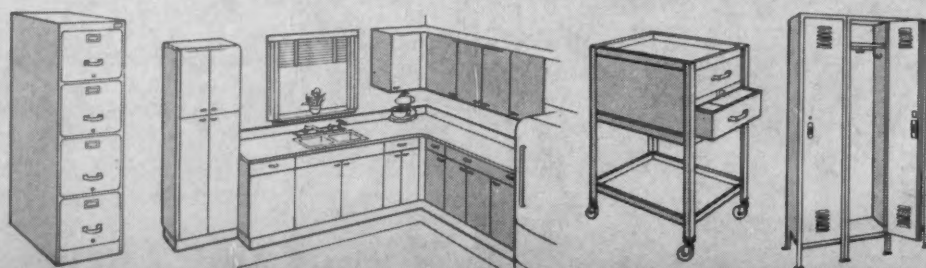


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Rooms where and when you want them!—That's what school authorities like about Johns-Manville Movable Transite* Walls

• With these asbestos-cement partitions, rooms can be enlarged, subdivided, or even relocated to meet ever-changing educational needs.

At the same time Transite Walls are more attractive, and so easy to clean they bring maintenance costs *way down*.

For school architects and school building authorities, Transite Movable Walls offer the ideal features needed to create that long-sought "proper environment for learning." In many cases, Transite

Walls are combined with two other Johns-Manville materials to provide the *complete* school interior: noise-reducing Acoustical Ceilings, and resilient Decorative Floors of Asphalt Tile or plastic Terraflex units.

Write for the brochures describing these important steps forward in school design. They may help you on your next project.

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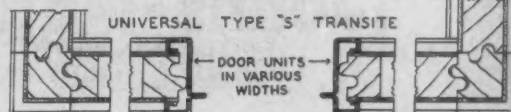


2 Types of Transite Walls

Shown above in process of erection is the Universal type of J-M Transite Wall. The finished wall consists of a sealed core faced on both sides with asbestos-cement sheets and is 1 3/4" in thickness. It is one of the easiest and most economical of all walls to erect and relocate.

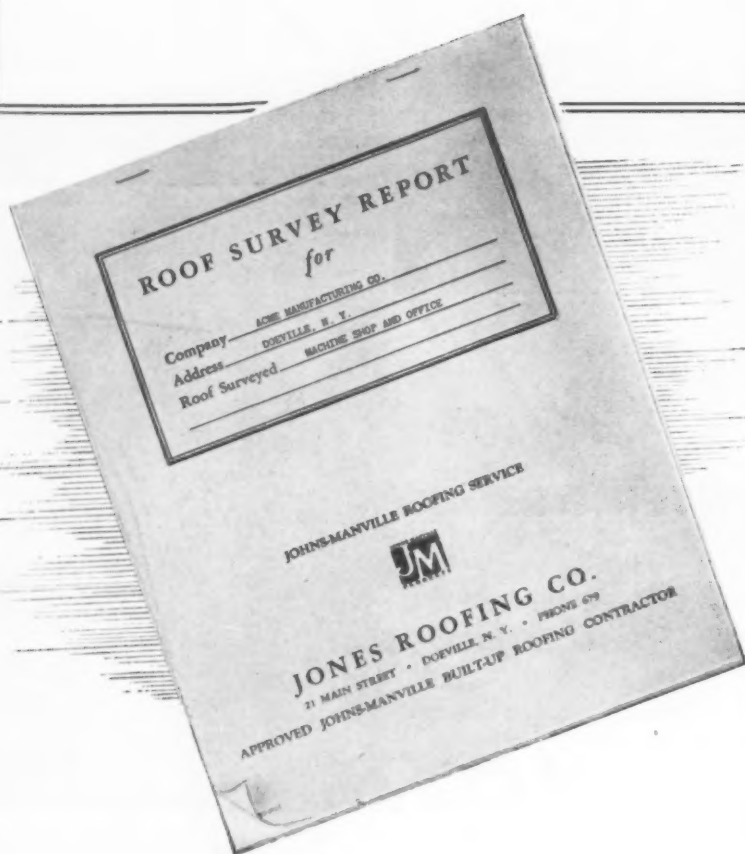
A second type of Transite Wall is called Imperial. Here the asbestos-cement panels are hung on steel studs, forming a 4" double-faced partition.

Both types are fire-resistant, rotproof, hard-to-mar, easy to maintain, and highly resistant to shock and abuse.



This free Survey of Your Roof

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Men in charge of school maintenance say:

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"Forestalls unforeseen expenses"

Take advantage of this *free* Johns-Manville service to find out the exact condition of the roofs on your school buildings. It will enable you to make plans *now* for repairs and maintenance in the future.

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The Roof Survey Report will cover all the critical areas of your roof . . . flashings, deck, roofing felts, parapet walls, skylights, etc. It will be an accurate picture by a roofing *expert*—the J-M Approved Built-Up Roofing Contractor. And it will cost you only the trouble of *asking* for it.

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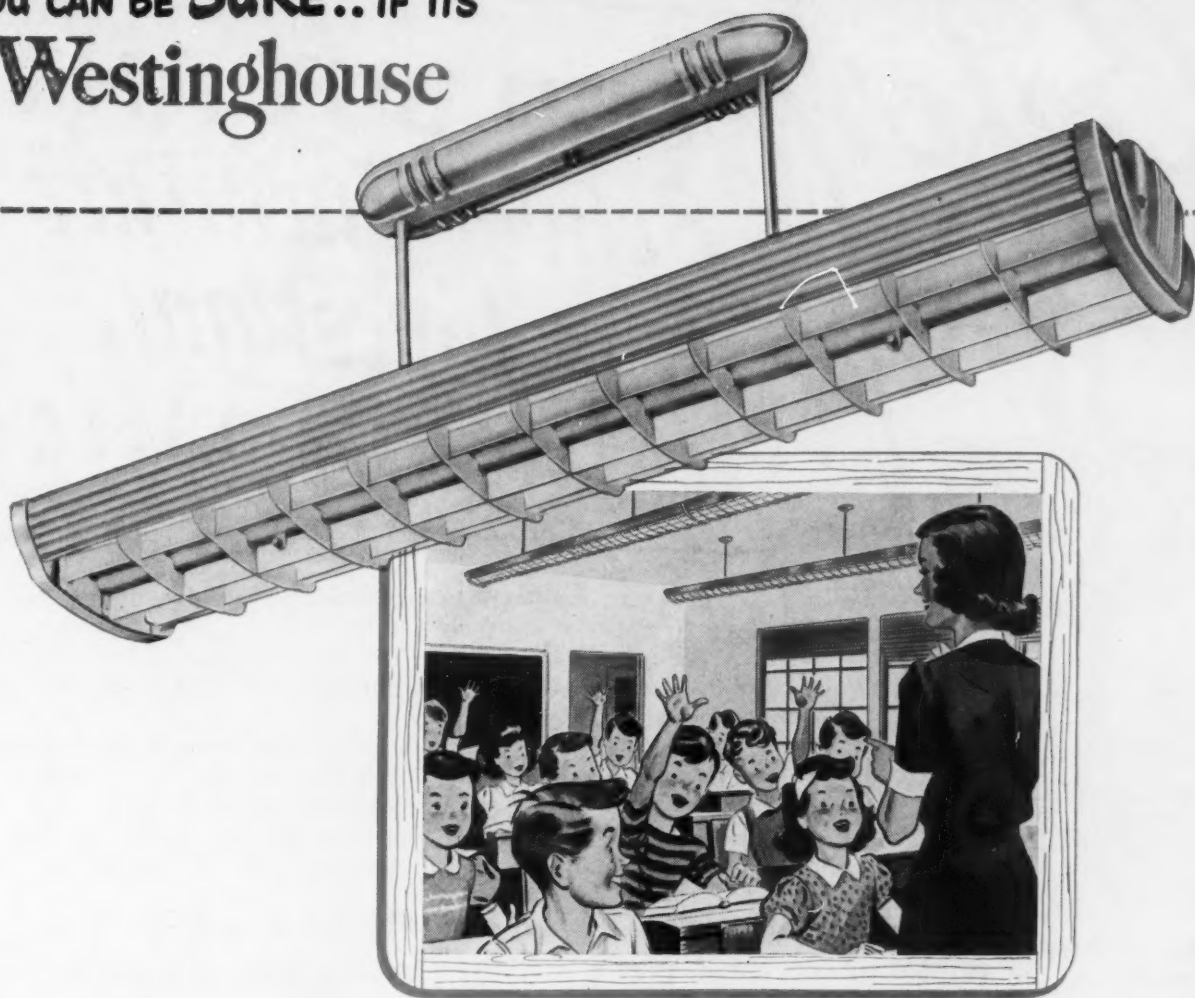
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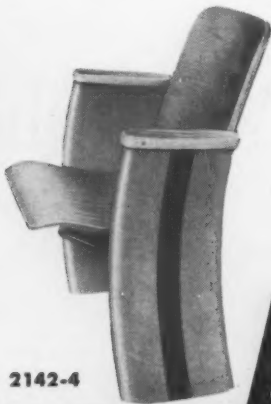
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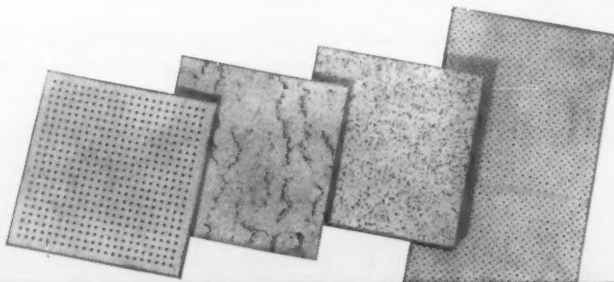
Quiet for schools starts at the ceiling

THIS mechanic is installing a noise-quieting ceiling of Armstrong's Cushiontone. When he finishes the job, students will be able to concentrate better on studies. Teachers will work with less fatigue.

Most school areas—classrooms, corridors, the gymnasium, the cafeteria—are naturally noisy when frequented by many energetic youngsters. Cushiontone keeps the noise they make from echoing and reverberating. Each 12" square of Cushiontone contains 484 deep perforations which trap sound. Up to 75% of all the noise that strikes a Cushiontone ceiling is absorbed.

Cushiontone is a low-cost fiberboard acoustical tile with an attractive white finish on face and beveled edges. It reflects light well and is easy to maintain. Even repainting won't affect its sound-absorbing efficiency.

There are other Armstrong acoustical materials which meet special sound-conditioning requirements in the school. Armstrong's Corkoustic is ideal for high humidity areas such as the swimming pool, locker rooms, or cafeteria kitchen. In the library or auditorium, where beauty is important, white fissured Travertone is recommended. For full details, contact your Armstrong acoustical contractor or write Armstrong Cork Company, 3709 Stevens St., Lancaster, Pa.



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Looking Forward

High Hopes for Success

THE National Citizens' Commission for the Public Schools may be the greatest boon to public education since the American Lyceum. Time will tell. In fact, the answer may be known soon, because the commission's decisions and policies within the next few months will predetermine its potential effectiveness.

Chairman Roy Larsen sees great danger to democracy in the citizens' neglect of their public schools, as did Horace Mann when he spearheaded a revival of interest in free schools more than a century ago.

"We must learn as we go," states Mr. Larsen in an exclusive interview for this magazine (p. 23).

The commission need not consider its course as wholly uncharted or unexplored. In two of its announced policies it is on solid ground. The strength of American democracy still is in the community, and it is there that the commission hopes to revive public interest in education.

The commission may proceed with confidence, too, if it sticks to its purpose of "working cooperatively with school officials and the citizenry to help them *help themselves* in effecting necessary school reforms."

But there's trouble ahead if the commission takes too seriously its proposal to set up standards. It can help to set up valid, scientific criteria by which citizens may make their own appraisals of public education. In the eyes of the nation, the commission is a self-appointed committee which, in its subjective judgments, can represent only the opinions of its highly esteemed members. It should not think of itself as a jury, since it does not represent officially either the public or the teaching profession. Citizens will prefer to set standards and establish policies for themselves, through their legally chosen school boards and state legislatures.

The commission aroused suspicion when it announced the appointment of nearly half of its entire quota of 60 members from prominent men of the East, outstanding and competent though they may be. As a coincidence, a large number of this group are graduates of one university. Chairman Larsen, in the interview published in this magazine, recognizes the urgent need to select the remainder of his committee from other geographical areas, and with more representation of farm and labor leaders. Failure to make the group more truly representative of the American citizen, from all regions of this country and from all walks of life, will mark the commission for distrust, especially by region

conscious leaders in the Far-West, Mid-West and South and by organized pressure groups.

Educators will do well to reserve judgment on the commission during its program-mapping period. They can agree with Charles Dollard, president of the Carnegie Foundation (one of two foundations granting financial aid to the commission), in his words: "It is reassuring to note that the commission has no prefabricated program which it seeks to impose upon American schools. . . . The stature of the men and women who have accepted membership on the commission merits high hopes for its success."

The Right to Disagree

IN THE words of Herbert H. Lehman, former governor of New York State: "The issue is not whether one agrees or disagrees with Mrs. Roosevelt on this or any public question. The issue is whether Americans are entitled freely to express their views on public questions without being vilified or accused of religious bias."

The former governor (who is of Jewish faith) was referring, of course, to Cardinal Spellman's denunciation of Mrs. Franklin D. Roosevelt because of her statement that tax supported public schools should be entirely separate from any kind of denominational control.

Cardinal Spellman did not speak for all Catholic laymen. Others of that faith will agree with Dr. Francis E. McMahon, widely known Catholic and a professor at the University of Chicago, who wrote Mrs. Roosevelt:

"I believe that his accusation against you is entirely unjustified. There are many Catholics—including myself—who will disagree with Cardinal Spellman's judgment."

A Catholic point of view consistent with the American tradition of church-state separation was expressed by Congressman Andrew Jacobs of Indianapolis. Denying Cardinal Spellman's assertion that "the Catholic school is equal in right with the public school," Mr. Jacobs said:

"As Catholics, we do not have the right to a *separate publicly* supported school system, nor does any other group of people have such right. As long as we have the same right to send our children to public schools as anyone else, we are not discriminated against. Our parochial schools are an adjunct of our religion."

Citizens of any religious faith have the right to disagree with the Cardinal on the function of the public school in a democratic society.

A Principle at Stake

THE time has come for the National Education Association to face squarely the issue of church and state.

By passing on to the states, through S. 246, the question as to whether *federal* money shall be used for parochial and private schools, the N.E.A. is sidestepping the issue that has been so clearly dramatized in the Spellman-Roosevelt letters. S. 246 would kindle fires of religious controversy in 48 legislative halls.

The worries of the N.E.A. are understandable. It has members on both sides of the fence. If it can deliver federal aid and at the same time avoid the question as to whether such funds shall benefit parochial and private schools, it will minimize conflict within its vast organization.

For public information, the N.E.A. was asked on July 25 to state its official attitude on the Barden bill. A telegram from N.E.A. headquarters advised:

"N.E.A. official position on federal education by resolution Boston, July 8, is 'aid should be given without federal control to public elementary and secondary education in every state, territory and possession.' Of the pending bills before Congress, S. 246 most closely conforms to N.E.A. positions."

Resolutions adopted by large representative groups usually are in terms of generalities and high purposes. But the action of the association's officers and representatives on Capitol Hill must be specific. What do they say about the Barden bill?

It's only fair that all national teacher organizations be specific about the principle involved. Statements by Matthew Woll, vice president of the American Federation of Labor and chairman of the A.F.L. committee on education, oppose both the Taft-Thomas and the Barden bills as "inadequate and inequitable." Mr. Woll declares that "the A.F.L. is unalterably opposed to any union of church and state," but at the same time he maintains that "to take children to school by public bus, to provide health, welfare and recreational facilities for children in minority, religious and racial groups is not a merger of church and state so long as public authority is free from any sectarian control."

The national C.I.O. has voiced the belief that the question of federal aid going to parochial or private schools should be left to the individual states to determine their own policies.

The A.F.L. and the C.I.O. oppose the Barden bill. They have taken a stand and stated their reasons; the N.E.A. should do no less. Its professional leadership is under the spotlight. Its members and the public are entitled to know whether it sanctions the appropriation of federal funds which states may use for "borderline" support to parochial and private schools, such as textbooks and transportation. Does it yield on this principle for the sake of a victory?

Too Tired!

PROBABLY the tired teacher at summer school was overcome by the heat when she exclaimed, "If all education speeches were laid end to end, they would never reach an important conclusion."

Unwanted by the Professions

THE chances are 100 to 1 that a federal Department of Welfare, combining education, health and social security, will have been saddled upon the American people by the time this magazine reaches its readers. Unless either the Senate or the House rejects Reorganization Plan No. 1 of 1949 by August 19, the proposal submitted by President Truman on June 20 becomes a law.

The new Department of Welfare, as preferred by the President, is opposed by both the teaching and medical professions. In putting these two fields of service under one department, the President brushed aside even the advice of the Hoover Commission, which has urged that public health be placed under a separate administration. The new plan ignores almost completely the many constructive recommendations of the Task Force on Education, a study group for the Commission on Organization of the Executive Branch of the Government. The study had been made by a representative group of educators and laymen, under the direction of Dr. Hollis P. Allen of Claremont College, California.

The American Medical Association sees danger that public health will be "subservient to other departmental interests." It is fighting compulsory health insurance as advocated by Oscar Ewing, the probable Secretary of Welfare.

The net effect of the reorganization is to give greater strength and status to that alliance of power known as the Federal Security Agency. It relegates the U.S. Office of Education to minor significance, with the commissioner of education becoming one of three assistant secretaries, serving under the undersecretary to the Secretary. Although all five are to be appointed by the President, by and with the advice and consent of the Senate, the assistants will "perform such duties as the Secretary shall direct."

The President's message to Congress on June 20 stated: "In order to improve the administration of the Department, the plan consolidates in the Secretary of Welfare the functions now vested in the various officers and units of the Federal Security Agency and authorizes him to delegate their performance to appropriate officers and units of the Department."

The Office of Education is now swallowed up in a network of interests having many political implications. The hope that its personnel might some day provide nonpartisan leadership in public education on a national level almost fades from view.

Democracy's Heartbeat

PARTICIPATION is the heartbeat of democracy. This principle of social well-being is interpreted and applied to school public relations in an attractive booklet, "Building Public Confidence in the Schools." Practical but not pretentious, it packs a dollar's worth of sound advice in its 60 pages. It is a new publication of the Association for Supervision and Curriculum Development, N.E.A., Washington 6, D.C.

The Editor

The NATION'S SCHOOLS



A CITIZEN

SPEAKS . . .

An interview with

ROY E. LARSEN

President, Time, Inc.
Chairman, National Citizens'
Commission
for the Public Schools

By **RAYMOND P. SLOAN**

. . . ABOUT OUR SCHOOLS

OUR program is only in the making. We must learn as we go."

Quietly, confidently and warmly as a New York sun shot the thermometer well up into the nineties, Roy E. Larsen, president of Time Inc., chatted informally about the newly formed National Citizens' Commission for the Public Schools, of which he is serving as head and virtually as executive director, pending the appointment of a full-time official. "First," he declared, "we must find out what some of the present notions are as to the purposes and practices of education. Then, we must come through with our own thoughts."

Even the excessive humidity of a heavy June mid-day failed to dampen Mr. Larsen's enthusiasm for this cause he has so willingly espoused. Recently

returned from talks before school administrators and parent-teachers' groups as far west as the state of Washington and concluding temporarily in Richmond, Va., and in Philadelphia, he is now making plans for further barnstorming tours to spark community-wide participation in school affairs.

Particularly bent is he on finding out what's what in education. And around *Time's* bustling headquarters it is conceded that when the boss becomes bent on finding out, things happen.

WHAT'S GOING TO HAPPEN?

News of the formation of a citizens group to improve the schools of the nation through cooperative action by

citizens in their local communities brought various reactions when announced several weeks ago. Part of the response was definitely enthusiastic, part coolly reserved. Will the commission establish its own educational formulas? Will it come out publicly for certain reforms? Will it launch a legislative program? What help will it be to educators? How will it expend the sums it has already received and may receive from grants? And, primarily, what definite program and procedures are contemplated, and how are they to be accomplished?

The answers to these and similar questions were sought in news releases which received front page position in newspapers all over the country. Certain of our citizenry were awakened

to the needs of our schools, we learned. They were going to do something about them. But precisely what, and how?

The facts as presented were briefly: Men and women prominent in various aspects of the American scene, having become concerned over obvious deficiencies in our school system, had formed a citizens commission to help raise educational standards throughout the nation. Its purpose: to serve as a clearinghouse to enable one group of laymen working for better public schools to benefit from the experience of others. Financing: to be accomplished by grants received from the Carnegie Corporation and the Rockefeller-sponsored General Education Board. The anticipated term of service: to be six years, with some extension if held desirable. So read the news.

But what is behind it all? What does the commission plan to do specifically? Mr. Larsen is used to having questions put to him, questions on hospitals, questions on schools, questions that fall naturally to the lot of a public-spirited man who has numerous outside interests in addition to the position he holds as executive head of one of the country's largest and most successful publishing organizations. He doesn't pretend, even, to know all the answers. But there is something about the square cut of the jaw and the look in those keen, steel-blue eyes that convinces you he is going to keep right on plugging until he comes up with something. And if past experience means anything, that something will be pretty darn good.

When he says that the present program of the National Citizens' Commission for the Public Schools is only in the making, he means it. This doesn't imply, however, that clearly defined steps have not been developed to bring the group nearer to its desired goal.

COMMISSION IS INCOMPLETE

"First," Larsen suggests, "let's talk about the commission membership. Thus far we have appointed only 28 of the quota of 60. You can easily imagine what careful attention must be given to geographical representation, also to proper distribution among various business and professional interests. No, no educators as such. We'll save them for advisory purposes. Take a look at the list, and you'll see we're already well taken care of in

the area of publishing and journalism. Too much of our representation right now probably centers in the East. Unquestionably we need a friend or two at court, in the motion picture colony, and in the theater. And we're sadly short on farm people, those who can fairly interpret to us what is going on in the rural areas."

At this point it might be permissible to interrupt Mr. Larsen long enough to explain that 10 of the present commission members are designated as trustees, comprising an executive committee that meets once a month. Although all members are invited to attend trustee meetings, their presence



is not obligatory. Yet each meeting has been attended by half of the group.

"Such interest is significant, don't you think?" Mr. Larsen inquires. "And it's that interest we intend to maintain and develop."

REPORTS ON LOCAL PROJECTS

"Already we have established several committees to explore certain provinces. The most important, unquestionably, is that of community participation. This group has been at work the longest. I say this because, you understand, community participation is the basis of our entire approach. This, then, is our over-all committee. Its immediate service is to get from community groups reports on exactly what they are doing and how they started. Once we have sufficient number to provide variety, these reports will be passed along to other community groups that are just starting or, possibly having started, have struck snags. We'll endeavor to show them how they may continue after getting started, how other groups have kept active. This activity assumes complete partnership with the local school authorities."

"Briefly, our aim is to arouse the interest of citizens at the local level, to make them realize that what happens to our schools happens at the local level, to give them ideas from other systems. In reality, we are, or should become, a clearinghouse or

agency of transference for sound educational methods and techniques."

To continue, while giving Mr. Larsen an opportunity to erase the New York humidity from his brow, other committees have already been set up, or will be organized in the near future, to explore various provinces. The status of school boards will be studied on the same case-study basis. Taxes and finances are high on the list, as are teacher training and school construction. These and other subjects will be assigned to those qualified to work in their respective areas.

"Remember," Mr. Larsen is now ready to continue—"as I stated at the start, our program is still in the making. But it is our feeling that these committees should get their own indoctrinations and be thinking in terms primarily of what their own groups can do within their areas, at the same time exploring their parts in the over-all program."

"But what we really are after, and I want to emphasize this, is to find out what some of the present notions are regarding education and to expose them to discussion. At the present time we don't know. We don't know what is good education, and what is bad. But we're going to find out through studies at the community level. We intend to spotlight those communities that appear to be going about it in what we consider to be a sound way, thereby encouraging them and setting them up as an example for others to follow."

"It shall be the function of the commission to awaken the citizenry to basic school problems, to show how other communities have met them successfully, and through working co-operatively with school officials and the citizenry to help them help themselves in effecting necessary school reforms."

NOT IN LOBBYING BUSINESS

Asked whether the commission would issue a formal report on its findings and conclusions following the term of six years for which it has been founded, Mr. Larsen hesitated briefly. "It's altogether possible," he replied, "that confidence in such an independent group might make a report desirable and helpful. Frankly, we haven't advanced that far in our planning. Our immediate purpose is to reveal our findings as we go along, and in the manner described. As we look at it, it isn't so much what the commission

says that counts, but what the people in the local communities say."

Similarly, Mr. Larsen is not yet ready to say whether or not the commission will come out definitely for certain reforms. "We just can't tell. Certainly we wouldn't feel capable of pronouncing on any phases of curriculum before putting them through the fire of study."

There is no indecision, however, in his attitude toward the commission's participation in legislative programs. "We are definitely not in the lobbying business." This he says in a manner that leaves no misunderstanding as to his feelings.

"As far as financing is concerned," he continues, "the commission feels that the heart of the problem is the interest that the local communities take in their school needs."

WILL ASSIST LOCAL SCHOOLMEN

"To accomplish this, the commission stands ready to lend support to educators in developing public interest in their schools, to assist them in their parent and adult education programs, all looking toward better community relationships. In the past we have been too inclined to put the cart before the horse, that is to say, instead of determining what type of school system a community should have, the board has determined how much money it could spend. We need to be thinking first in terms of the required program, and then to determine how it can best be provided."

Heralded as the first independent national association of laymen dedicated to the improvement of public schools during this century, the National Citizens' Commission for the Public Schools has as a matter of fact been two years in preparation. The idea of organizing some such body was first suggested back in 1947 by a joint committee of the National Education Association, the Educational Policies Commission, and the American Association of School Administrators. A group was called together to discuss the potentialities of such a project, Mr. Larsen among them. It didn't require much selling to convince him of the great need. It didn't require much selling, either, to convince him that he wanted to be a part of it.

Despite his reputation as a hospital man, because of his association with the United Hospital Fund of New York, which organization he has served as president during seven years, Mr.

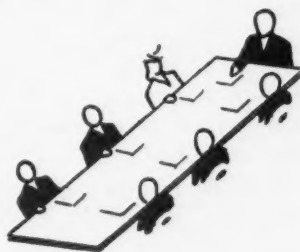
Larsen confesses to a lifelong interest in education.

Immediately conferences were arranged with leaders of the field, and an exploratory group was formed to determine whether or not a national commission might be effective. Here was Larsen's chance to serve with other carefully selected citizens as leaders in a movement that one day would revitalize American education. In the direct manner which is so characteristic of him, he jumped wholeheartedly into the picture.

He's been very much in the picture ever since, expressing his view on the subject of public education whenever an opportunity presents itself. And there have been numerous opportunities, because Larsen is constantly being sought as a speaker. Not a dynamic platform performer, he wins his audiences through a modest yet persuasive personality, also by his sound logic. He doesn't attempt to "wow" his listeners. He isn't the type. He does attempt to give them something to think about. In that he is 99 per cent successful.

EVERY COMMUNITY A PILOT PLANT

It is typical of the man that in speaking on the subject of "The Layman and Public Education" a year ago at the annual meeting of the New England School Development Council held in conjunction with the Annual Harvard Summer School Conference, he should have prefaced his remarks with: "I would be the last to claim any definitive knowledge of either pub-



lic education or the layman's relations to it. I can't pretend to know all the problems, let alone all the solutions."

The thinking which governs his own approach to the problem and which characterizes the present policies of the commission of which he is the head is reflected in his further remarks on that same occasion.

"I believe that our best field of action, teachers and laymen working together, will be found on a local, state

and regional scale. In establishing the highest possible standards, every community must be a pilot plant, as it were. For who knows what new benchmarks could be achieved in the individual communities. It is a fact that we tend to underestimate the influence of local groups in the solution of the problem as a whole. We tend to underestimate the influence of small groups or, for that matter, the influence of even one determined and resourceful citizen. . . .


MAIN GOAL IS SCHOOL SUPPORT

"If such a movement is to grow, it must become a burning cause, not a lukewarm cause. And it must become a burning cause in terms of each community. As educators and laymen, I believe we are wholeheartedly convinced of the community's key place in this all-important cause of the public schools. We are convinced that our communities are reservoirs of great untapped vitality and inventiveness in the cause of public schools. If communities vary in their needs and in their approach to public education, so much the better; that variety will open up still richer possibilities of solving our common problem of rousing public interest in the public schools.

"Finally"—and here Mr. Larsen might well be speaking specifically for the National Citizens' Commission—"we know our main goal: to evoke a public support for public education that will achieve new standards throughout our public school system—not merely new standards of physical excellence (in buildings, equipment and financing) but new standards, also, of teaching personnel, of intellectual and moral excellence. Our goal is a public education based on such standards which will accommodate all American youth, which will far exceed merely minimum needs of public education, and which will be free for a long time to come from the fear of crisis."

It is in such terms that Mr. Larsen speaks both publicly before groups of educators and laymen and privately in personal interview. It is in such terms that he will be speaking during the coming months in various sections of the country, in his endeavor to spark community-wide participation in school affairs.

"We must learn as we go," he summarily declares. And his firm, friendly farewell handshake announces more plainly than words—"We'll find out."



"The separation of church and state is extremely important to any of us who hold to the original traditions of our nation. To change these traditions by changing our traditional attitude toward public education would be harmful to our whole attitude of tolerance in the religious area."—MRS. FRANKLIN D. ROOSEVELT.

FEDERAL AID

TULLY NETTLETON

Staff Writer on Special Projects
Christian Science Monitor

SINCE its inception some 30 years ago, the proposition of federal aid for education has had to run the gantlet between those who insisted that this tax money be distributed solely to public schools and those who demanded that pupils of parochial schools be included in the benefits.

For a time there were many who hoped the federal aid proposal could be carried without a decision on the supposedly collateral question of inclusion or exclusion of sectarian and other nonpublic schools. Certainly the need has been demonstrated for federal financial assistance in a dozen to a score of states, if they are to have anything like the per-pupil resources for education that exist in the prosperous or even moderately prosperous states.

But the distribution issue will not down. Very evidently now it must be decided one way or another, whatever kind of federal aid bill finally gets through Congress—if one does. If federal aid finally fails, it will be an indication that the two sides, adherents of the public school system and of the Roman Catholic schools, respectively, have concluded that the principle involved is more vital and important

than federal aid itself, even though both sides endorse the policy of helping the weaker states.

If federal aid finally becomes law through the Barden bill or some equivalent, proponents of using public funds exclusively for public schools will have won. If a bill embodying the stated position of the Catholic hierarchy were enacted, such as the McMahon bill of a year ago, it would require the proportionate distribution of free bus transportation, textbooks and other welfare services to children of parochial schools even in states whose laws forbid the use of their own funds for such purposes.

REGARDED AS CRUCIAL BATTLE

And if the bill passed by the Senate this year containing the so-called Taft compromise should ultimately be passed by the House of Representatives, it would mean, from all indications, that an intensified battle would be passed to the states. One after another of the states would be put under vigorous political pressure either to grant incidental tax supported services which they now withhold from nonpublic schools or possibly to withdraw some of those they have

granted—since federal money in that case would follow whatever channels the state maps out for its own funds.

The almost crucial significance which the Roman Catholic Church apparently attaches to this issue was signalized recently by an unusual statement in which Francis Cardinal Spellman, Archbishop of New York, criticized Rep. Graham Barden of North Carolina as a "new apostle of bigotry" for sponsoring what Cardinal Spellman called "un-American, anti-Catholic legislation" discriminating against parochial school children.

Congressman Barden's bill, which was approved by a subcommittee of the House committee on labor and education, in a sense stops short of the question of whether private schools shall receive federal aid money. It proposes that the money appropriated shall be used only for current expenses directly connected with public school operation.

The United States Supreme Court has ruled, in the New Jersey bus case and the McCollum religious education case, that neither the federal government nor a state can constitutionally allow its tax raised funds to be contributed to the direct expenses of

"The Catholic school is an American school, equal in right with the public school because our theory of democratic government protects the inalienable rights of the human person to freedom of religion and freedom of education. We must oppose any bill that fails to guarantee at least nonreligious textbooks, bus rides, and health services for all the children."—
CARDINAL SPELLMAN.

caught in **RELIGIOUS** **CROSSFIRE**



Acme

providing education under sectarian or other nonpublic auspices.

Only in the area of auxiliary or welfare services has the Supreme Court held that states, at their discretion, may constitutionally permit public payment for free textbooks and bus transportation on the theory that these were benefits afforded to the child rather than to the school.

Supporters of the Barden bill believe they are being consistent with the purposes of federal aid to education—namely, directing the money where it will produce the maximum effect toward equalizing educational opportunity in various parts of the country—by providing that the funds shall be used for actual educational expenses and not for the "fringe benefits" wherein the issue arises of distribution to public or nonpublic schools.

Some would hold with former President Hoover that a still greater and more sensible concentration of effect would be obtained by directing the allocation only to the needy states instead of providing a log-rolling participation to all the states, but that is another question.

The resolution adopted by the Na-

tional Education Association at its recent convention in Boston supports federal aid without specifying that the parochial schools should be included or excluded or that their case should be left to the states. It does, however, speak only of aid to "public education." The demands for benefits to parochial school children were strongly argued before the resolutions committee.

TREND WITHIN THE STATES

The contest over access to public funds within various states is one that does not stop. It has been evidenced in the past few years by such events as these:

A referendum in Wisconsin in 1946 by which voters rejected a proposal to extend free bus transportation to parochial school children.

A vote this year in the Missouri House of Representatives for the continuance of free bus transportation for parochial as well as public school children in that state.

Introduction in the Texas legislature of a state school aid bill which would count only the children in attendance at public schools instead of taking the census enumeration of all

children in the district as the basis for allotments.

Decision by the Washington State Supreme Court for a second time that free transportation for nonpublic school children is unconstitutional in that state. The Iowa Supreme Court so ruled in 1947.

Judgment by District Judge E. T. Hensley in New Mexico that 139 Catholic nuns, brothers or priests should be barred from further employment as teachers in the public schools for having violated the ban of the state constitution on sectarian instruction.

Though no court question has been raised, there has been some discussion in Boston and in San Francisco of disposal of public school property to the parochial school systems on terms which some believe amount to a subsidy. One listing indicated that the Roman Catholic archdiocese of Boston since 1940 has purchased 10 schoolhouses, said to be obsolete, paying a total of \$37,900 for real estate having an assessed valuation of \$661,800. Similar sales were made to a number of veterans' organizations.

Non-Catholics and believers in the importance of a strong public school

system are aware they may seem petty in appearing to begrudge free bus rides to parochial school children, but they are concerned with the use that may be made of such "token" services as an argument for more extensive public support and subsidies to denominational schools. This is the position of Protestants and Other Americans United for Separation of Church and State.

Catholic spokesmen disavow any desire to have their schools wholly supported by public money, yet no line has been drawn at which anyone apparently can say the requests would stop. The cardinals, archbishops and bishops forming the administrative board of the National Catholic Welfare Conference issued a long formal statement last November vigorously attacking the decision of the United States Supreme Court in the *McColum* case—the principal judicial barrier against governmental assistance to denominational education. They declared they would work "peacefully, patiently and perseveringly" for a revision of that interpretation of the First Amendment to the Constitution.

Some intimation of the possible results of a tendency to fractionize the American educational system into religious groups through subsidies to denominational schools is contained in a few news items of recent months.

One of these is that the United Lutheran Church at its last biennial convention discussed seriously, though inconclusively, the desirability of establishing parochial schools.

Another is that a group of Protestant clergymen and laymen in Baltimore announced it was forming a Christian School Association to maintain day parochial schools.

After a survey in Grand Rapids, Mich., where two parochial school systems (Roman Catholic and Christian Reformed Church) exist in addition to the public school system, William C. Reavis of the University of Chicago said the public schools of that city face a difficult financial problem because, with approximately 40 per cent of the city's children going to private schools, parents lack interest in the needs of public education.

The International Council of Religious Education at its annual meeting in February adopted a report by a study committee which condemned any further development of Protestant parochial education, particularly at elementary and secondary levels.

Other indicative items come from Europe.

Last October, Rudolf Henz, lay president of Roman Catholic Action in Austria, declared to a large meeting attended by Theodore Cardinal Innitzer, archbishop of Vienna, that Austrian Catholic parents "demand equality of denominational schools with state schools, even to the extent of being financed by government funds."

In France last April and May, while the Schuman moderate government was fighting to survive, one of its problems was a dispute over the nationalization of 28 primary schools, previously Catholic, in the Loire mining district. Later a number of town halls near Nantes were closed for a day in protest because the government refused to approve the town councils' appropriation of public funds for Catholic schools.

Belgium was without a government—that is, a cabinet—from May 5 to May 15 after Premier Paul-Henri Spaak resigned because of a deadlock between Socialists and Catholics over funds for education. The eventual compromise provided that the government would increase the 60 per cent it had been paying toward the salaries of teachers in Catholic tech-

nical high schools but that more state schools instead of church controlled schools would be built in regions that preferred them.

Do these glimpses from abroad indicate the direction in which compromise on the separation of church and state would take the public educational system of the United States? Or would it even be that simple in this country, where each of 29 religious faiths has more than 250,000 members?

Some supporters of the basic policy of free, universal, nonsectarian public education have begun to surmise that if the precedent is so important to backers of denominationally controlled education, it is important also to those who wish to see the public schools remain strong.

It seems unfortunate that the federal aid proposition should be caught in this crossfire, but apparently any bill that succeeds in establishing federal aid as a policy is going to have to face the fact that it is also determining or helping to determine the trend—toward a unified public educational system or toward a splintered aggregation of sectarian schools with some kind of state schools trying to carry the residual load.

Barden Answers Critics

Replying to a series of questions, Congressman Barden defended his bill in a radio interview from Washington July 10. Denying that the bill discriminates against a great church, he said: "The funds provided are for *public* elementary and secondary schools, which means—as defined by the bill—tax supported grade schools and high schools which are under public supervision and control. It does not discriminate against the Baptist schools, the Methodist schools, the Episcopal schools, or the parochial schools. It simply says that no school except the public schools shall participate in these funds. . . .

"There is not one word in this bill that in any way hinders, restricts, regulates, controls or even refers to the use of a state's own funds by that state. . . .

"It is dangerous for the future tranquility of this nation that the question of whether our public school system should receive federal aid has had injected into it by certain church officials the entirely irrelevant factor of religion. I do not think the American

people as a whole want private or parochial schools, regardless of the denomination, federally subsidized. . . .

"Falsification concerning my bill is not accidental. It comes from those sources who are demanding as their right—their right, mind you—to receive federal money for the support of church schools. It comes from those sources who charge bigotry to any who disagree with their political views. It comes from those sources who would whip their flock into a fanaticism which could destroy a first principle of American democracy—the separation of church and state."

Newspapers later [July 23] quoted Congressman Barden: "I can compromise words, figures, phrases, even money, but on the principle of federal tax money going to private schools I don't believe the government, the Supreme Court, or myself can compromise. If you leave it open for supporting any private schools, you leave it open to supporting any school that exists or that may be organized—by anybody from Communists on up."



What makes a good **NOON-HOUR PROGRAM**

WILLIAM B. AXTELL
and
DARROL E. ROBINSON
Syracuse University

DIRECTED educational procedures often cease in our public schools during the noon hour. In some instances, both teacher and pupil regard the noon dismissal signal as the starting gun for a race to a few minutes of *freedom*. This attitude may have been permissible during that period in education when schools were concerned only with having children commit to memory the contents of a book, but with the acceptance of a modern philosophy of education there is no justification for assuming that the educating process should be halted during that period of real-life activity.

The responsibility of public schools today is so great that they must use every hour available during the school day to direct the development of the pupil. The nature of the effort of directing that development will, of course, vary among different schools because educational philosophies vary.

At least seven concepts might well be considered by an administrator who is planning a noon-hour program.

1. The school exists *for* the pupils.

Schools are established to provide directive influence in the development of social beings. The idea that children are a necessary evil to education is similar to the idea that peoples exist because of their government. Both

ideas are contrary to democratic philosophy. The school belongs to the people and exists as a means of helping people to improve.

2. Administration and supervision are only tools to facilitate pupil development.

The only defense that any administrative or supervisory practice need have is that because it exists pupil development is improved. Conversely, if an administrative or supervisory practice cannot offer this defense, there is no justifiable reason for its existence.

3. The school plant exists to increase the facilities for developing the pupil.

This concept is a growth of the idea expressed in concept number one. Since the school exists for the pupils, every facility within the school plant that can help in pupil development should be made available for the noon-hour program.

4. Each staff member has something to offer in guiding pupil development.

Every member of the faculty has been employed to direct the growth of the pupils in certain areas. Each member has a special influence on the

pupils. Each is responsible to the pupils and for the efficient, democratic operation of the school program. The noon-hour activities are part of the total school program.

5. The activities of a noon-hour program should fit the level of maturation of the various age-level groups represented in the school.

A planned noon-hour program should take into consideration the interests of the different age groups within the school. Pupil selection of types of activities provides a good basis upon which to build the entire program.

6. The atypical child deserves special consideration.

Children who deviate from normal in an extreme manner are, in many schools, given special consideration. They are placed in special classes; their teachers use special teaching procedures. Yet in many of these same schools the atypical child is strictly on his own during the noon hour. However, he may need as much guidance in making social adjustments as he needs in studying subject matter. The noon hour provides an excellent opportunity for the extreme deviate to be helped to make an advance in social adjustment and self-confidence.

7. The noon hour is an opportunity for social experience.

A principal of a large city high school expressed this concept of the noon-hour program when he said, "It is our opinion that students should have some free, undirected time for social visiting." A much greater purpose than visiting can be accomplished, however, by allowing the pupils to become contributors to the planning of noon-hour activities. This could make the noon hour a period of real democratic achievement.

These concepts of the purpose of the noon-hour program are in keeping with generally accepted aims of education. Some practical administrative and supervisory procedures intended to implement these concepts follow.

ADMINISTERING THE PROGRAM

In line with the best practices of democratic school administration, the whole school staff should participate in developing and stating the purposes of the noon-hour program. Once the purposes have been established and adopted, it is the responsibility of the school administrator to determine supporting supervisory and administrative action. He might proceed as follows:

Step 1. Plan (with the help of a faculty committee and of student representatives) the noon-hour program

for the next semester. This planning should be general so that the planners can determine the feasibility of incorporating various activities into the program. The needs of special groups, such as primary children, physically handicapped children, and other exceptional children, should be considered carefully so that proper space provision can be made for them.

Step 2. The administrator must assign the rooms to be used and indicate the activities to be carried on in those rooms. (All practicable space within the building and on the school grounds should be used.) The shops should be assigned for appropriate shop activities; the gymnasium for organized sports and games, and other rooms for movies, dramatics, dancing, group singing, study, reading and story telling. The cafeteria is an excellent place for sedentary games after lunch. The school grounds, during good weather, should be used for organized sports and games as well as for undirected activities.

Some administrators may be able to assign certain classrooms as lunchrooms for the use of pupils who bring their lunches from home. Provision also should be made for the sale of milk or a hot drink to these children.

Step 3. All teachers are available for assignment as noon-hour supervisors. It seems reasonable that the shop instructors should be assigned regularly to the shops and that the physical education instructors should be assigned regularly to the gymnasium and school grounds because of the special nature of these activities and the apparatus concerned. It may be feasible also to assign another teacher to assist in the shop and the gymnasium during the noon hour. It is not necessary that regular classroom teachers be held to the same activity each noon hour. A rotating schedule is appropriate for teachers. This schedule may be made by indicating on a chart the activity, the teacher's name, and the week of the semester. A week's duty in one activity would seem to be reasonable and efficient. A sample schedule follows:

NOON-HOUR DUTY Schedule for Seven Weeks

	Caf.	Gym.	Lib.	Mus.	Shop	204	119
Mr. A	1	2	3	4	5	6	7
Miss B	7	1	2	3	4	5	6
Mrs. C	6	7	1	2	3	4	5
Mr. D	5	6	7	1	2	3	4
Miss E	4	5	6	7	1	2	3

To maintain peak teaching efficiency, it would be well to schedule classes so that each teacher has a free period to compensate for the extra time he spends on noon duty.

The administrator should assign custodians to the rooms used for the noon-hour activities and instruct them to clean these rooms immediately after the noon hour. Pupils, too, should assume responsibility for keeping the rooms clean.

Step 4. The administrator should have the general instructions, such as room and activity assignments and personnel involved, duplicated and distributed to each member of the staff at the beginning of each semester.

Step 5. After the staff has jointly planned and accepted procedures for the noon-hour program, the administrator should make it known that changes may be made at any time in the interest of improving the program. The administrator should attempt to show the staff that the school exists for the pupils and that it is contrary to this concept to lock any pupils out during any part of the school day.

Step 6. The school administrator should show his interest in the noon-hour program. He should be at the



Don't forget indoor games when making plans for the noon-hour program.

school at noon to observe and evaluate the activities. It is advisable for the administrator to accept a tour of duty occasionally along with the other teachers. Such participation is good for the morale of staff and pupils and helps the administrator to become aware of any difficulties that exist in the planned program.

Step 7. The noon-hour program for each semester should be democratically planned by the administrator, the staff and the pupils. It is dangerous to assume that the plans made for one semester will meet the wishes of the pupils for all time. Also, there is a decided advantage in the policy of participation. Pupils should feel that they have a chance to determine their own activities and the right to change what is unpleasant to them.

Step 8. The administration and supervision of the noon-hour program should be flexible enough to permit variation in the activities. It also should be remembered that one of the principal purposes of the noon-hour program is that of developing a high degree of socialization among the pupils. It is not enough, in fact it is contrary to a truly educational situation, merely to keep the children busy.

Step 9. The administrator is the leader. From him the supervising teachers will gain an attitude of friendliness or boredom.

SUPERVISING THE PROGRAM

The rôle of the supervisor of noon-hour activities is one of democratic direction, not one of autocratic authority. Children yearn for a chance for less inhibited self-expression than generally is afforded them in the classroom. This does not imply that the noon hour should be a period of chaotic group conflict. It does imply that the noon hour should provide the opportunity for guided freedom of action—action that is spontaneous but controlled.

Guiding the activities of the noon hour would be a large task for any supervising teacher should he attempt to make every decision alone. However, this task need not, in fact should not, be attempted alone. The children have definite ideas about the activities they enjoy, and, generally, their ideas are in keeping with socially approved patterns. If the children are encouraged to participate in the planning of the noon-hour activities, they will feel that they are doing what *they* want to do. Then the task of the teacher is considerably reduced.

The noon-hour supervisor has two major responsibilities: (1) care of the children and (2) care of the plant and equipment. Listed below are some "do's" and "don't's" for him.

CARE OF THE CHILDREN

1. Do let them participate in planning the noon-hour program.
2. Do show you trust them.
3. Do let them establish rules of conduct for the noon hour.
4. Do care for their safety and health.
5. Don't give one child authority over another.
6. Do let the children pick their leaders.
7. Do participate in their activities if asked.
8. Don't be a policeman.
9. Do be a guide.
10. Do see that each child has a chance to play or study within the limits of his interests and capacities.
11. Don't force children into positions of wide social variance.

CARE OF PLANT AND EQUIPMENT

1. Do tell the children that they share in the responsibility for and the care and utilization of the plant and of equipment owned by the school.

2. Do use, insofar as is practicable, the whole plant and all equipment for the noon-hour activities.

3. Don't lock children out of the school.

4. Do encourage children to use shop equipment during the noon hour to pursue their own interests and projects.

5. Do teach children to share in the use of equipment.

6. Don't permit misuse of equipment.

7. Do teach children that proper use of the plant and equipment is a means to greater enjoyment for all.

8. Do provide special equipment for handicapped children.

9. Do encourage children to use musical instruments and radio.

10. Do teach children that due regard for health and safety implies that each will do his best to prevent careless action and to maintain standards of building neatness.

11. Do provide proper containers for disposal of waste material.

The task of supervision is one of working with people in an effort to help them to realize their own potentialities more richly. Sincere friendliness and *real* democratic procedure are the foundations of a good program.



Children interested in shop work should choose their own activities.

PROGRAM PLANS FOR THE A.A.S.A.

WITH respect to the annual convention of the American Association of School Administrators we hold these truths to be self-evident:

That the members of the association—there now are more than 6500 of them!—should have every opportunity to share in planning the program.

That general convention programs should present speakers of national and international note who will add to the information and stir the interest of the great audiences they will address.

That speakers should have ample time to present their points of view in programs planned to stimulate rather than to exhaust the audience.

That a full range of subjects of importance in school administration should be presented for group consideration and discussion.

That as general participation as possible in the discussion groups should be promoted.

That discussions should be developed with the understanding that all groups are important and that more representatives of comparatively small school systems than of large city school systems are in attendance.

That the convention framework should enable those in attendance to familiarize themselves with the valuable presentations in the important convention exhibit, to attend scheduled breakfasts, luncheons and dinners, and to greet and visit with their friends without missing essential meetings.

With these tenets in mind—and all either are taken bodily from plans for earlier conventions or are logical extensions of these plans—all members of the association have been urged to make suggestions both as to the general framework and as to the details of the program which will be presented in Atlantic City Feb. 25 to March 2, 1950. The response has been generous and helpful. The program planning now is past its preliminary stage. Invitations are going to speakers desired for general programs. Invitations to leaders of group discussions will be mailed in September.

Speakers for the general programs are chosen without reference to de-

JOHN L. BRACKEN

Superintendent, Clayton, Mo.
President of the A.A.S.A.

tailed problems of school administration. Persons of high distinction whom members of the audience will wish to see and hear will be presented.

In morning programs two speakers will be scheduled except on Tuesday, the day when most convention breakfasts are held. Tuesday morning a single speaker will be presented. Each evening program likewise will present a single speaker. Music will be employed to strengthen rather than to feature the programs. The Exhibitors' Program on Wednesday evening will be outstanding.

For many the heart of the convention will be found in the more than 60 discussion groups scheduled for four convention half days. The list still is open; belated suggestions will be welcomed. The popular and successful plan of presenting one or two speakers to lay the groundwork for discussion will be continued. Many leaders will invite programmed interrogators to assist in guiding discussions along profitable channels.

To promote wide participation in discussions, leaders, speakers and interrogators, except in emergency cases approved through the home office of

the association, will be invited to appear on only one program. Not only is this policy intended to broaden participation and to bring new voices into the discussions, but it also should enable busy participants to devote their attention to a single issue and thus further improve the thoughtful presentations that always have characterized the discussion groups.

Many superintendents have attended national conventions only to find that their particularly pressing problem escaped discussion, at least in their hearing. In order that this may not occur at Atlantic City in the 1950 convention, each half day devoted to discussion groups will include one meeting designated for "Unfinished Business." General topics, one of which will be assigned to each meeting, will be "Community Relationships and Pressures"; "The Curriculum"; "School Personnel," and "Educational Leadership."

A distinguished board of able educators will assemble at each unfinished business session. No speeches will be scheduled. Questions may be asked and answered, and group discussions may emerge. Here is a chance for the superintendent with a haunting problem to hear comforting words of wisdom and advice—or to utter words of remonstrance instead of putting pen to paper on returning to his office.

It is our hope to program a great convention. In the general meetings important, provocative statements may be expected. With general participation in the conference sessions it is hoped that cross-fertilization of ideas, evaluation of experience, and probings into the promising future may strengthen every detailed sector of our wide educational front.

With all this we hope each person attending the convention may have a fine convention week, with time to go from here to there, to do all the important things which need to be done at conventions, and yet to be comfortably on hand for the prompt beginning of each interesting program, secure in the knowledge that he can meet his next engagement on time.

That could be a convention!

COMING IN OCTOBER

Layout and equipment of school cafeterias and kitchens will be featured in a special portfolio in the October issue. Mary DeGarmo Bryan, head of institution management at Teachers College, Columbia University, and director of The Nation's Schools cafeteria department, is assisting the editors in assembling and appraising the floor plans and copy.

s c h o o l h o u s e p l a n n i n g



The work area, equipped with sink and convenient storage, serves various activities from flower arranging to cooking and art in the Coburn Elementary School, Dearborn, Mich.

3 ELEMENTARY SCHOOLS LINKING HOME AND COMMUNITY



COBURN ELEMENTARY SCHOOL, DEARBORN, -MICH.

DESIGNED FROM THE INSIDE OUT

CHILD growth and development proceed most rapidly under the guidance of a sympathetic teacher who understands children *generally* and who knows a small group of children *intimately*. This is the premise upon which the elementary school program in Dearborn is based. The Coburn School has been designed to facilitate this kind of educational program.

The completed school is designed around a well rounded elementary school program based on a homeroom organization housed in self-contained classroom units. Some specialized facilities, such as the playroom, complement the homeroom program.

RUSSELL E. WILSON

Director, Department of Planning
and Information
Public Schools, Dearborn, Mich.

The 15 homeroom units, supplemented by a kindergarten unit and by auxiliary units, are housed in two separate buildings connected by a breezeway. The combined facilities will serve approximately 450 elementary age children, Grades K-6, in an attendance area of one square mile. The 12 acre site is near the center of a residential section and adjoins a park.

Classrooms are lighted bilaterally through the use of a combination of

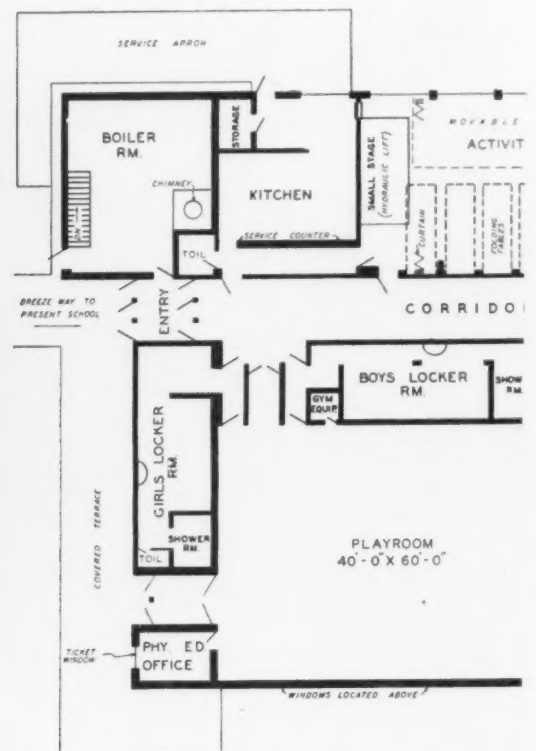
glass block and clear glass strips in a pattern of continuous fenestration. The single story construction utilizes a concrete reinforced framework, cinder-block walls, ceramic tile wainscots in rooms and corridors, light asphalt tile floors, and a brick veneer exterior.

When the school opens this fall, it will be a building designed from the inside out. Each feature will be a physical expression of some need arising from a particular educational program in a specific physical environment.

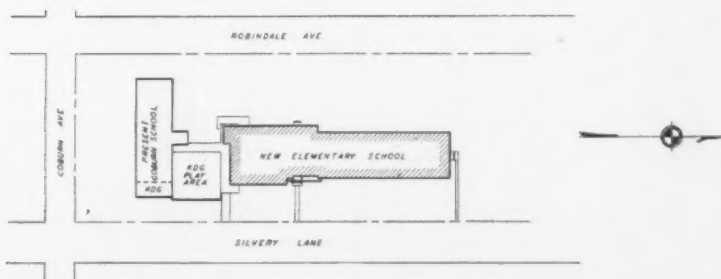
For example, the kindergarten program has two major purposes—to bridge the gap between the home en-



Open wardrobes in the kindergarten facilitate teacher supervision. The ceramic tile cove bases make for easy cleaning.



Architectural floor plan of the Coburn School, showing the present building and a new addition. The plan includes a large central area labeled "KINDERGARTEN PLAY AREA". To the left of this area is the "PRESENT COBURN SCHOOL" building, which contains a "KINDERGARTEN" room with a "COUNTER", "WINDOW SEAT", and "BIN". Adjacent to the kindergarten room are "LAV" (lavatories), a "SINK", and a "FOUNTAIN". A "COATS" closet is also shown. To the right of the present building is a "CONCRETE APRON" and a "GATE". A "COVERED BREEZE WAY" connects the present building to the "NEW ADDITION" on the right. The new addition includes a "COVERED TERRACE" and a "KITCHEN" area with a "SAND" storage area and "EQUIP." (equipment). A "RETAINING WALL" is shown along the bottom edge of the playground area, and a "FENCE" is indicated at the bottom. The plan also shows various other rooms, including classrooms, a bathroom, and a storage area.



vironment and the school environment and to set the stage for reading readiness. These purposes have been reflected directly in the design of the kindergarten unit. Features borrowed from the home environment include facilities for cooking, drinking, toilet needs, resting and outdoor play. The school environment is introduced by provisions for group work and play, desk work, picture books, art work, music and organized games.

Because the entire elementary school curriculum has been designed on the basis that a competent, well educated teacher not only will have mastered the curriculum's subject-matter content but also will have developed an understanding of the problems met by growing children, the Coburn School is in reality a group of independently operated homerooms with the necessary specialized facilities used in common.

BUILT AROUND HOMEROOM UNITS

Under a generalized program of instruction the Coburn homeroom teachers will carry the responsibility for all phases of the program. The curriculum will be organized around units of study that are based on different levels of reading ability, which integrate the various subject-matter areas. Specially trained teachers will act as technical helpers to the homeroom teachers, assisting them in specific work areas in art, music and physical education. Similarly, the elementary program will be built around a homeroom library arrangement, with the librarian working as a technical helper to the homeroom teachers.

The new Coburn building is tailored to fit an administrative organization based on one teacher working and living with 25 to 30 elementary pupils.

The completed school, including the original five-room building constructed in 1947, will house 15 basic homeroom groups, two large specialized auxiliary classrooms, and seven service rooms. Thirteen homerooms are designed for elementary grade children and two for kindergarten youngsters. These 15 rooms will have a basic (30 sq. ft. per child) capacity for 450 children.

Each homeroom, 26 by 32 feet, has been designed as a home-like, self-contained unit. Each emphasizes flexibility of interior arrangements.

There will be in each room movable desks and tables, a drinking fountain, a boys' and girls' lavatory, a work sink

and counter, a clothing wardrobe, movable bookshelves, a reading corner seat, cabinets for supplies and paper, reversible chalkboard-tackboard, art easel sections, display tackboard, and a teacher's closet.

These flexibly designed homerooms will help the teacher develop a continuous, integrated educational program that can grow as the children grow. The movable equipment and furniture will offer opportunities for individual children or groups of children to carry on projects apart from the main group. Thus both general discussion groups and small committees can work in one homeroom.

Homeroom library facilities and portable science and art equipment will offer an opportunity for the problem solving approach in teaching. Abundant floor area for each child will encourage informal grouping of children within the homeroom, according to their interests and abilities, for work on specific problems. Additional resources in the form of specially trained helping teachers and special equipment can be brought into the homeroom itself.

BOOK SERVICE IS DEPARTURE

The arrangements for library and book services represent a real departure from the usual school library. The book facilities in the Coburn School were developed because we desired to make books more accessible to elementary school children and to integrate the reading and library activities into the homeroom program.

Both the basic study books and the usual library reference and reading books will be available in the homerooms. Each room will be equipped with a reading corner seat and five movable bookshelf trucks adapted from ordinary library trucks.

The bookshelves on wheels will provide space within the room for 1000 books. They are designed in height, width and style to be parked along the window wall of each homeroom. These shelves can serve many purposes—they can be arranged in the room to partition off a reading corner around the bench seat; they can be used to divide the room for committee work; they can be used as book trucks when the teacher wishes to replenish or to replace the supply of books from the central library bookroom.

The central library bookroom will provide storage space for 8000 books and a five-year accumulation of maga-

zine files. Desk space and a work space, equipped with a sink and supply storage space, will be included in the centrally located bookroom. A standard library catalog and selection tables will be available for pupil use. The library bookroom will be neither designed nor equipped for general reading. Reading activities will be promoted in the self-contained homerooms.

The auxiliary classrooms are designed for both instructional and non-instructional uses requiring space and facilities beyond the resources of the basic homerooms. These multipurpose, auxiliary rooms are the activity room and the playroom.

DESIGNED FOR MANY ACTIVITIES

The activity room, 30 by 66 feet, is designed to serve numerous curriculum activities in addition to its use as a cafeteria lunchroom. A folding partition basically increases its room use flexibility. The north end wall has been designed to furnish specialized art facilities for large group projects. These facilities include clay storage, drying cabinets, paper and art supply storage, a triple faucet work sink, and a small kiln. Sliding and overhead doors will shield the art facilities when they are not in use.

The south end of the activity room is designed for audio-visual aids and classroom group dramatic presentations. A wall-mounted projection screen and public address system will be installed. A small, hydraulically operated platform stage, 8 by 16 feet, abutting the south wall, will be concealed by manually operated, ceiling high curtains. Darkening shades are available on exterior windows.

As a lunchroom the activity room will provide table space for 250 pupils, or approximately half the enrollment. One wall will be equipped with recessing tables, and movable tables in several sizes will be placed on the free floor area.

Cooking and serving facilities will be in an adjacent room, with the serving line passing directly from the food counter into the activity room.

The playroom, 40 by 60 feet, has game floor area, a general stage, boys' and girls' lockers and showers, and separate chair and equipment storage space.

The stage, 20 by 32 feet, is curtained by a motor operated, accordion folding partition. It has footlights, border lights, dimmer rheostats, and a soft



wood floor. The stage will be lighted and ventilated for music classroom use. Off-stage rooms will double as dressing rooms and as instrumental music practice rooms.

The playroom also will be used as a general assembly room and will have darkening shades and a public address system.

KINDERGARTEN UNIT

The kindergarten unit was the first addition to the original five classrooms of the Coburn plant. The basic kindergarten room, 26 by 60 feet, is supplemented by an outdoor area, 90 by 90 feet. A breezeway connecting the first building and the final addition parallels one side of the kindergarten outdoor area.

There is abundant natural light from three sides of the room, and the walls, trim, furniture and floor are light colored. Other features are the light green chalkboard, the work sink, the drinking fountains, and the toilet room alcove.

The toilet room walls help form a passageway leading to the direct outside access door to the open play area. In Michigan climate, passageways, or

The large floor area in the kindergarten permits rest periods. The same area is used for games, rhythms and reading circles.

some other form of screening arrangement leading to direct access doors, seem desirable to trap drafts.

The open play area, protected by its location between the two buildings, is screened by shrubs and an attractive fence to offer seclusion and protection for the younger children. The area features a paved section suitable for wheeled toys. A sunshade extends over part of the concrete section. A grass plot, equipped with lunch tables; bench seats; a playground equipment section; a sand area, and a garden plot also are included in the play area. There are faucets for hose connections and an outside drinking fountain.

USED BY COMMUNITY

Although the Coburn School grew directly from the requirements of the school program, its facilities are adapted for a variety of community uses. School facilities may be used for group meetings, little theater productions, adult recreation group meetings, and summer programs. Public

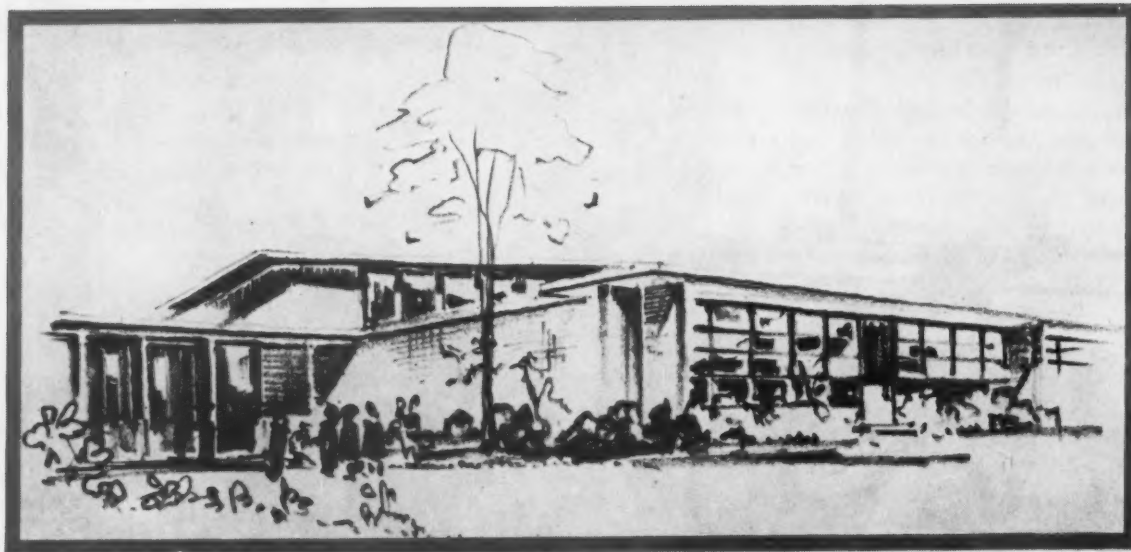
access restrooms are conveniently near the cafeteria and the playroom. Control gates segregate the classroom wings. Direct access restrooms are near the playgrounds, and outdoor fountains are near the ballfield. The locker rooms have enough basket cages for recreation groups. The kindergarten unit, with its outside entrance, work sink, and separate toilets, can be used for summer hobby classes.

Service units complete the functional arrangements of the Coburn plant. They include a general office, teachers' rooms, a health clinic, a cafeteria kitchen, and the heating plant.

The general office provides a conference room, clerical space, and supply storage. The main teachers' unit includes a lounge and a restroom. This unit is connected with the library and is adjacent to the cafeteria.

The health clinic provides space for examinations, emergency treatments, and parent-teacher conferences.

The dual, central fan system will be combined with hot water radiators.



ARCHITECT'S VISUALIZATION OF BLYTHE PARK COMMUNITY CENTER

BEFORE THE PLANS ARE DRAWN

Where do you start in a new building campaign? Do you hire the architect first? What procedures get wide participation? Answers to these questions are offered in this narration. It tells how an entire community dreamed about, planned and financed a school plant as an "extremely efficient educational instrument and at the same time a beautiful and friendly place for children." The author describes the thinking and planning that preceded the actual drawing of plans. He tells how the professional staff, lay leaders, and several governmental agencies worked together to make the school in fact a community center.

L. J. HAUSER

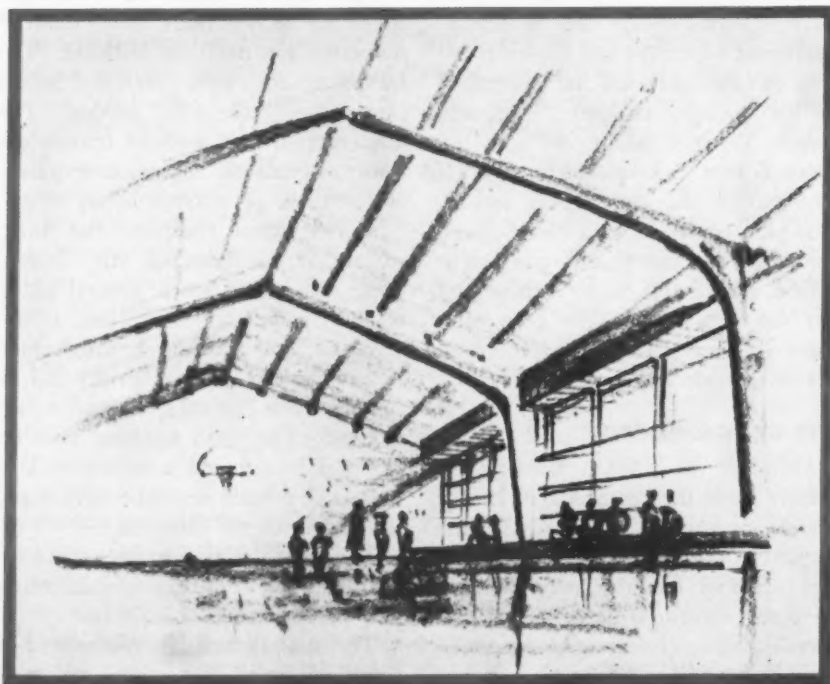
Superintendent of Schools
Riverside, Ill.

THE final chapter of this story will be dramatized this fall—in September—when the Blythe Park School at Riverside, Ill., is dedicated. The earlier chapters will be summarized here.

1. *Superintendent Makes Initial Survey.* The sharp rise in the birth rate which began in 1942 indicated a definite need for focusing attention on the possible growth of our school population. To determine the future school plant requirements, a survey of the school building needs of the district was made.

This study included an analysis of the school population trends, with estimates of future growth, and a summary of the pupil capacity of the present school plant, with definite indications of additional classroom requirements. It directed attention to the lack or inadequacy of special school facilities and described the general location where the greatest school population growth was likely to be.

This study, made in 1945, was summarized by me and presented in an illustrated report, "Looking Ahead at Our School Building Needs." A supplement, "Our Immediate School Building Needs," was prepared the



following year. The report was widely distributed among civic minded leaders of the community, including members of the various parent-teacher associations, the League of Women Voters, the village board, the library board, the planning commission, the recreation board, the American Legion, the Woman's Club, and the chamber of commerce.

2. *Educational Consultant Employed.* Before proceeding farther with plans for the building program, we engaged an educational consultant to make an independent survey of the school building needs of the district. We believed that this additional survey would offer two distinct advantages: (1) it would provide a check on the analysis and recommendations I had made; (2) it would develop greater confidence on the part of the public concerning the need for additional school facilities. The survey, made by Eugene S. Lawler of Northwestern University, confirmed our findings.

3. *School Site Selected.* After a careful analysis of these reports, the board of education decided that immediate attention must be given to the selection and purchase of a suitable site in the northeast section of the district. After thorough study of possible sites, the Blythe Park site was chosen for these reasons:

It is centrally located in the area to be served, allowing access to the school from all four directions; it is situated in a quiet, pleasant residential section, free from disturbing noises and dirt; it is adjacent to a beautiful village park, and its location will make it possible to relieve the pupil load in two overcrowded schools. The board was fortunate to find such an excellent

location in a suburban area only 10 miles from downtown Chicago.

4. *Agree on Cooperative Use of Park and School Plant.* During the same period the school personnel held conferences with the village board, the Riverside planning commission, and the recreation commission to work out a cooperative plan for school and community use of the park. Out of these discussions grew a mutual understanding that the cooperative use of the school plant and the village park would benefit the whole community and provide a much more effective utilization of the taxpayers' money. The school board agreed to engage the services of a landscape architect to devise a well planned park to meet school and community needs.

5. *Election Approves School Site.* The next step was to prepare for an election to approve the selection of the new site and to authorize its purchase. A campaign was conducted with the help of the parent-teacher associations. Publicity was provided through special bulletins, newspaper articles, talks to parent groups, and telephone calls. An obstacle encountered in the campaign was the difficulty of convincing many people of the need for additional classroom space at a time when the schools were still not seriously overcrowded. However, the election was won and the site purchased.

6. *Architect Selected.* The board now was ready to select an architect to prepare plans for the proposed school building. We prepared a list of outstanding school architects by consulting the Illinois State School Board Association, university authorities in the field of school plant planning, and

school systems that had recently built excellent schools. It was agreed in the beginning that the architect must be outstandingly competent in his field and a specialist with broad experience in the field of elementary school plant planning.

Several architects from this list were invited to meet with the board at separate special meetings. These meetings were held for the purpose of giving each firm an opportunity to present its qualifications, examples of recent buildings constructed, and basic philosophies and methods employed in school planning.

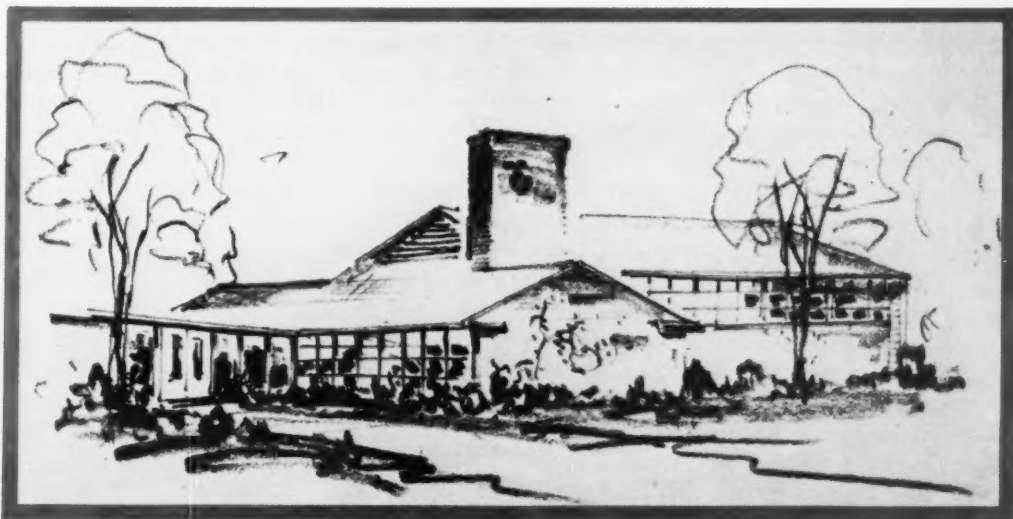
The firm of Perkins and Will, architects-engineers, Chicago, was selected. Instructions given were to create a building that would be "a supremely efficient educational instrument and at the same time a beautiful and friendly place for children."

7. *Planned for Community Use.* Numerous planning meetings were held at which members of the faculty and representatives of the board of education discussed with the architects the purposes, needs and type of educational program of the school.

Certain basic points were agreed upon as an effective foundation upon which to begin the planning of the school. It was decided that the new school should include only a kindergarten and Grades 1 to 5. In order to meet the needs of an activity program, it was decided that each classroom should be equipped with an adjacent workroom. The plan was to provide space for approximately 28 to 30 pupils per room.

It was agreed that the school should be a one-story structure, with the maximum amount of daylight in each

PENCIL SKETCHES by Lawrence B. Perkins, the senior partner of the architects, were employed in bulletins to the community and were blown up and hand-colored for presentation at mass meetings on the Blythe Park School. Left: Interior of playroom with its vaulted, wood-truss ceiling and full length windows. Right: Preliminary study of central classroom wing with bilateral lighting and double-load corridors.



TOTAL BUDGET BLYTHE PARK SCHOOL

SITE

GROSS COST, 10 LOTS	\$83575
SURVEY • FOUNDATION INVESTIGATION	\$654
	\$84229
LESS PROCEEDS FROM SALE OF 2 HOUSES	\$7551
	\$76,678

BUILDING

GENERAL CONSTRUCTION	\$355,700
MECHANICAL TRADES:	
PLUMBING	\$31,530
HEATING • VENTILATING	\$42,200
ELECTRICAL	\$20,068
	\$94,798
	\$450,498

ARCHITECTS' FEE

6% OF TOTAL BUILDING COST	\$25,830
4% OF MECHANICAL TRADES CONTRACTED SEPERATELY	\$3,792
	\$29,622

EQUIPMENT

DESKS, CHAIRS, TABLES, SEATS, LAMPS, (ESTIMATED).	\$28,000
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CONSTRUCTION INSURANCE

\$2713

LEGAL EXPENSE (ESTIMATED)

\$4,489

LANDSCAPING (ESTIMATED)

\$10,000

CONTINGENCIES -3%

\$18,000

Facts on costs and bids were presented at a meeting of the board and to members of the community, with large, lettered charts, reduced here.

room. The type of architecture was to fit into the general environment of the residential area. Since the building was being planned for both school and community use, provision was to be made for a separate wing that would include an auditorium and a separate gymnasium. This wing also was to include the library and the music room and was to be available for community use independently.

8. *Tentative Plans Prepared.* With these basic principles in mind, the architects prepared tentative floor plans, which were studied by the faculty, the board of education, and members of parent-teacher associations. The plans were repeatedly changed and improved. A tentative plan was finally agreed upon so that the probable cost of construction could be estimated. With this estimate as a basis, the board was able to calculate the amount of the bond issue needed for the construction of the building, landscaping equipment, architects' fees, and legal expenses.

9. *Citizens Take Lead in School Bond Campaign.* The school bond election was set for a date two months ahead. During the weeks preceding the election the proposed building program was presented at meetings of the parent-teacher associations, the Woman's Club, Friends of the Library, American Legion, League of Women Voters, and the chamber of commerce and at four mass meetings in different sections of the district.

These meetings made it possible to reach the many different groups in the community and provided an opportunity to discuss any questions they might have concerning the project. It is important to have a means of clarifying the misunderstandings which may so easily develop about an election of this type.

The board of education prepared a four-page illustrated pamphlet which explained the urgent need for an additional school and included a map showing its central location in the area to be served. This pamphlet also presented the total estimated cost, the increase in the individual property tax bill, and the date and polling places for the election. A copy was sent to each resident.

About six months earlier the board had begun publishing the *Riverside Public School Bulletin*. The bulletin, issued three or four times a year, gives information concerning the various phases of the school's program. The two bulletins that preceded the election gave pertinent information concerning the new school and the necessary bond issue. Copies were sent to each home in the district.

A citizens' committee of 125 members prepared two large handbills, which were distributed to each home and also placed several large advertisements in the local newspaper.

The widespread interest that was developed in the election was shown by an exceptionally large turnout of

voters. The election carried by a margin of approximately 3 to 2.

10. *Bonds Sold in Favorable Market.* The board immediately arranged for the sale of the bonds, to take advantage of the favorable prevailing market. Sealed bids received from 10 bonding houses and banks were opened at a special board meeting. The lowest bid of 2.17 per cent was accepted. Provision had been made for the bonds to be retired in 20 approximately equal annual payments. Since some of the money would not be needed immediately, it was put into government interest bearing bonds.

11. *Final School Drawings Prepared.* After the election, the architects were instructed to prepare the detailed plans for the school. Meetings between the faculty members and the architects were continued, with special emphasis being given to the detailed floor layout, special rooms, and such items as cupboard space, school equipment, bulletin boards, chalkboards and home-like atmosphere. At these informal discussions questions were raised, new ideas presented, and constant improvement was studied. On some phases of the program the recommendations of the custodial staff were obtained.

The chalkboard problem is an illustration of our cooperative planning. The architects suggested that green boards would be more in harmony with the general atmosphere of the classroom than the conventional black and would tend to eliminate the harsh contrast of brightness.

Would they be as effective functionally? None of the teachers had had any experience with this type of chalkboard, but some had heard that it was inefficient. Letters were sent to several schools that use green chalkboards, and favorable reports were received.

Full sized samples of green chalkboards were tried out in a classroom. The teachers agreed that they were as efficient as blackboards. As a result, green glass chalkboards were specified.

Meetings were held with representatives of the parent-teacher associations, who made constructive suggestions. The P.T.A. was especially interested in provisions for the safety and health of the children and in the usability of the auditorium, gymnasium and kitchen.

12. *Landscape Architects Plan Recreational Area.* McFadzean, Everly and Associates, community planning consultants and landscape architects, were

engaged by the board to plan a well organized program for the recreational use of the school and park area. This arrangement was approved by the village board. The landscape architects met with members of the school staff and the village recreation director to discuss the recreational requirements of the school and community. With this information at hand, the landscape architects prepared a comprehensive plan that could be carried out gradually, as finances permitted.

This plan was presented at several small group meetings for discussion and evaluation. It was then presented to a larger meeting at which representatives of the school board, the faculty, the village board, the recreation board, and the planning commission were present.

13. *Architects Prepare Building Specifications.* In the meantime, the school architects had been given instructions to prepare the final specifications. Since we were in a rising price cycle, it seemed advisable to set up certain alternates. In this way it would be possible to make certain adjustments, if necessary, to meet the bond appropriation without asking for new bids or calling another election.

14. *Many Bids Received.* The unique character of this new school caught the interest of the contractors, and a large number of bids were sub-

mitted. Bids were opened and read. Most of the bidders had representatives present.

Fortunately, all of the companies bidding were responsible firms in the Chicago area, and the lowest bidder could be selected with confidence in every case. As a result of the favorable bids received, it was possible to go ahead without taking advantage of any of the alternate bids.

At another open meeting, held a short time later, all of the bids and the total budget for the new school were presented in chart form. Present at this meeting were a large group of interested citizens, representatives of local organizations, all of the successful contractors, and the architects. This arrangement made possible a closer acquaintanceship and better understanding among all individuals concerned with the program and created much enthusiasm.

In October 1948 ground was broken and work was begun on the construction of the building. It is to be ready for occupancy this September.

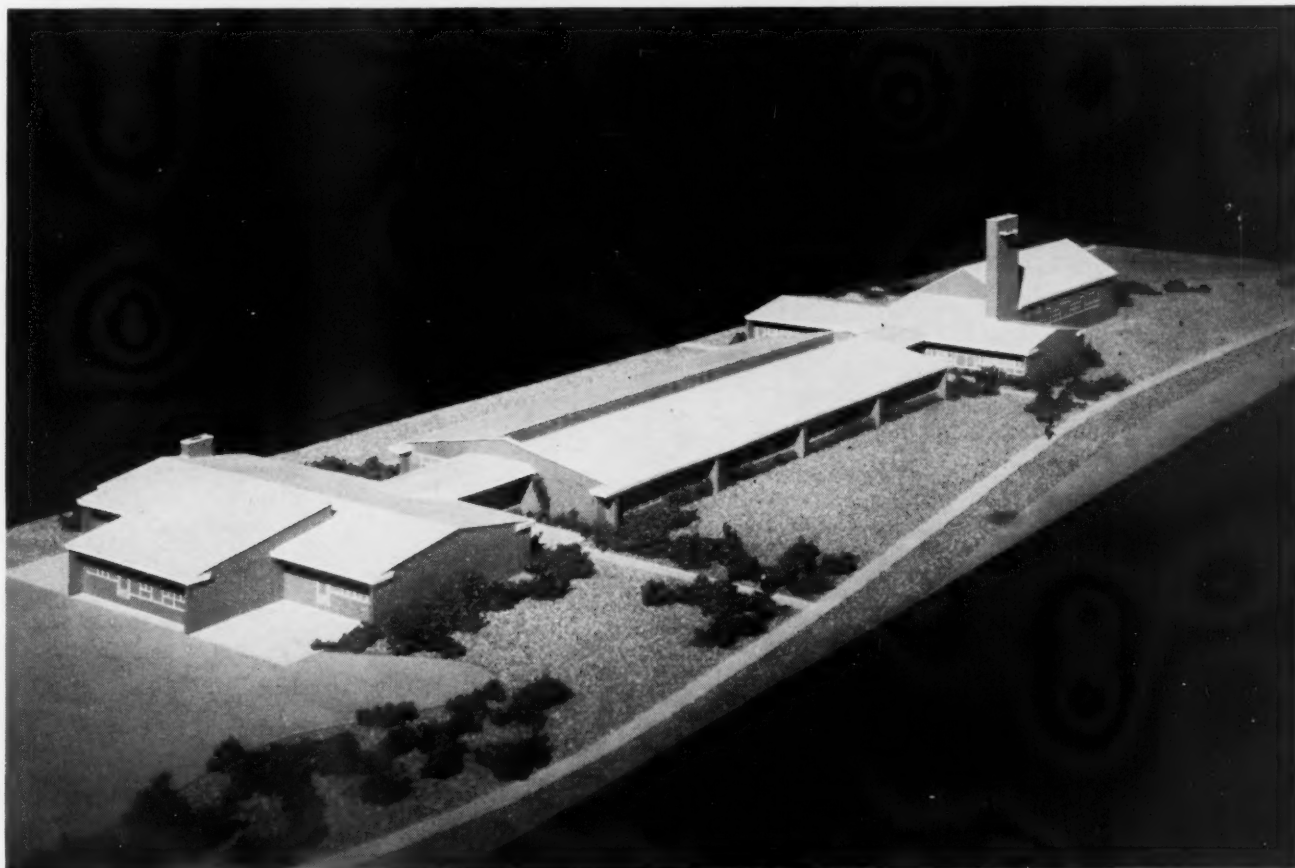
15. *Our Dreams Come True!* The Blythe Park School represents many new applications of educational plan-

ning. It is a response to the need for a unified building which still provides different and distinct kinds of living for different age groups. It has a community building which can be operated separately from the rest of the plant; it has a little children's school containing the kindergarten and the first grades. Grades 2 to 5 are contained in a third building.

The building achieves informality and residential character and will be a place where children can work and play vigorously without a sharp change of pace from the surrounding residential neighborhood. Not only is it a home-like building but also it is a child-like building, far lighter, more colorful, more joyous and usable than most well kept homes where things are too nice to be touched.

A pictorial tour of the new Blythe Park School is on the itinerary for readers of *The NATION'S SCHOOLS* for the November or December issue. Photographs of the school in use will be supplemented by floor plans, a cross-section drawing of the community building, and isometrics of the kindergarten, the first grade room, and a typical workroom.

A scale model of the projected Blythe Park School was built for presentation of the final plans before an open meeting of the community. Three separate buildings (kindergarten-primary, intermediate and community center) are joined by cloisters, permitting separate or combined use.





MORaine CITY SCHOOL

TWO SCHOOLS IN ONE

One wing houses beginners; other wing has grades 3 through 6

THE Moraine City Elementary School in West Carrollton Exempted Village School District, West Carrollton, Ohio, is located in the residential section of an industrial area to serve pupils in kindergarten and in Grades 1 through 6. The site is large enough that a junior high school can be built there later.

The one-story fireproof elementary school has concrete and masonry walls and structural steel roof framing with ceilings of acoustical tile attached throughout. The roof covering is slate. The aluminum sash is glazed with patterned and wire glass and with insulating multiple glass units.

GEORGE R. WALKER

Walker, Norwick and Templin
Architects and Engineers
Dayton, Ohio

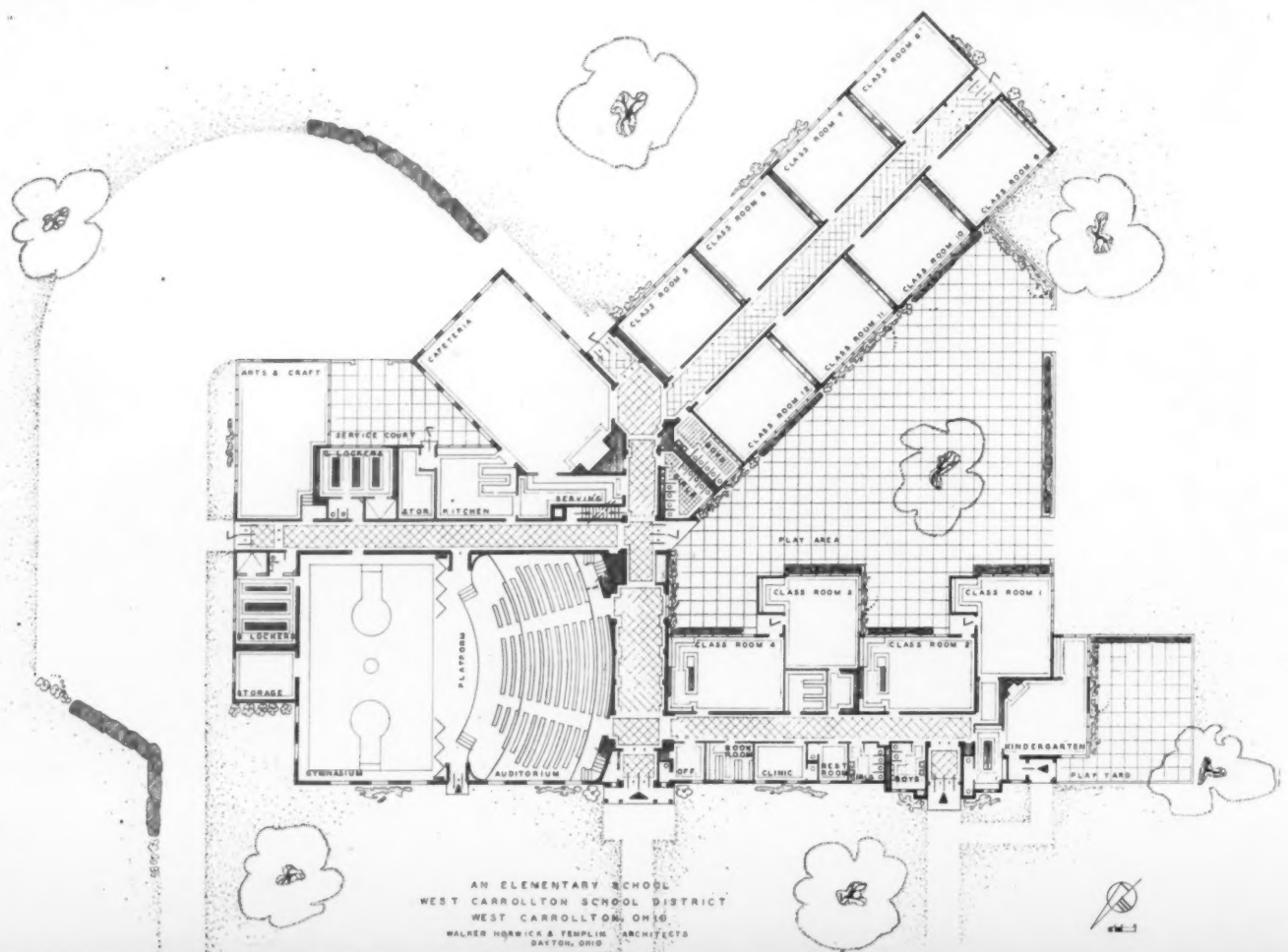
Extending from the administrative unit, which contains the auditorium, gymnasium, locker rooms, cafeteria and kitchen, are two wings. One wing contains classrooms for the kindergarten and Grades 1 and 2; the other, classrooms for Grades 3 through 6. In each wing are toilets and special activity facilities. An outside play area is adjacent to each wing. Heating pipes run under the concrete

which covers the play areas so that these areas can be used during the greater part of the school term.

The building is heated by stoker fired steel boilers, with heating and ventilating units in each classroom and floor heating in the rooms used by the lower grades.

The classrooms and some corridor area floors are covered with composition tile. Terrazzo floors are used in the toilet rooms, the kitchen and the locker rooms. All corridor and pupil occupied room walls have a wainscot of mosaic tile and glazed tile units.

The building, which now is under construction, will cost about \$55,000.



Chalk Dust

THE SCHMOO

THE civilized world is agog over the Schmoo, a cute and innocent little critter popularized by Al Capp, the sociological illustrator. In higher scholarly circles, tremendous argument has arisen over the political and economic implications of the Schmoo, and there has been a great deal of curiosity as to where Mr. Capp found his original source material.

Many researchers agree that the Schmoo is probably an idealization of the average school administrator. They



point out that the word Schmoo is actually abbreviated from Schmoopervisor or Schmooperintendent of Schools. As further evidence, in one of Mr. Capp's scholarly delineations ("The Life and Times of the

Schmoo"—Simon and Schmooster), the little Schmoo displays a physical virtuosity that is possessed only by school superintendents. In this true-to-life sequence, the Schmoo plays a dual rôle. He serves as a bowling ball and a duck pin at one and the same time. Such a situation aptly characterizes the school executive who finds himself whirling dizzily down an alley propelled by public pressures, only to serve a moment later as a duck pin bowled over by the ball of community wrath. Likewise, the Schmoo is variously portrayed as a football, a target for snipers, a victim of mass prejudice, and a receiver of community kicks, all of which strengthens the argument that the Schmoo is a thinly veiled portrait of the school superintendent, who serves in all these capacities at various times during his dizzy professional career.

To make identification still more apparent, Illustrator Capp makes his chief character, Li'l Abner, say, "The Schmoo lays aigs at the slightest excuse." The Schmooperintendent will readily recognize this capacity in himself, particularly after he inaugurates a new building program for his school or attempts to make a wisecrack in public.

To his everlasting credit, Mr. Capp has stressed the kindly nature of the Schmoo as well as his naïve reaction to public sentiment. "When you look at him (the Schmooperintendent) as though you would like to eat him," says Mammy Yocum, a public spirited Capp character, "he faints of sheer happiness." And Li'l Abner himself speaks the valedictory, "The Schmooperintendent loves anyone who is halfway decent to him."

Further study of the Schmoo shows that his mortality is pretty high. But the story ends on a hopeful note as, after a ferocious community battle, the Schmoo wanders off into the sunset, presumably toward a better job with higher salary. The moral is that, regardless of his ups and downs, the world will always need the Schmooperintendent.

« »

THE BEGINNING TEACHER

HERE they come, brother, more than 50,000 of them, fresh from the theories of the campus and the coke bars, carrying the somewhat ancient textbook and precepts of their favorite professor, dewy-eyed at the thought of their first pay check.

They are yours to fashion and mold and carve and cut, brother; figuratively yours for better or for worse, for poorer mostly, in health and in Friday afternoon headaches, to love and to cherish until lack of tenure do you part.

Yours is the privilege of leading them forth, of proving to them that teaching is a cooperative business, a business of growing, of creating; yours, the opportunity of proving that teaching can be fun, too.

You have the responsibility of showing these young ones that their overall responsibility lies not with books or pencils or chalk or blackboards or any of the fine appurtenances of the craft, important though these things may be; but rather their job is in helping each individual child grow in every desirable way, acquire the tools of learning, yes; but at the same time, increase in understanding of the world, in worthy human relationships, in ability to adjust, and in personal efficiency.

These teachers must be taught to select and sharpen the tools of learning so that each child may use them with understanding. No one on earth can tell the beginning teacher how to do this.

But you can try, can't you?

« »

QUOTE OF THE MONTH

PARENTS who consider our teachers unsympathetic or uncivil should see our Principal.—Copied from a Letter to Parents.



Student committees are assigned to read about various subjects in newspapers and magazines and then to make reports to their classmates.

KATHARINE W. DRESDEN

Lecturer in Education
Stanford University

Workable plan for using **CURRENT PERIODICALS**

CURRENT periodicals everywhere—on the table, the window shelf, the bookshelves, and the pupils' desks and in the magazine rack. They are being scanned, read, clipped, sorted, by individual students, by committees, by the teacher. There are weekly news reviews, women's magazines, slicks, digests, professional and trade journals, and the standard periodicals, as well as papers put out especially for classroom use.

A unique classroom? Yes and no. It is one of about 50 in California in which the California Council on the Improvement of Instruction has been carrying on its activities. This group was organized in 1946 for the purpose of studying the use of current mate-

rials in the schools; what materials are being used, how they are and can be used, and what outcomes can be attributed to them.*

After three years of study and experimentation, this group is convinced that the objectives of education in a democratic society require the use of current materials. They must be used as basic or as supplementary instructional material if we are to promote adult literacy. Texts are essential, but they are not used by adults who are studying problems. And adults must learn what goes on—from periodicals, radio, television and movies or from visiting with their associates.

The teachers in the council felt that they had a responsibility for preparing boys and girls to continue their education as adults after their formal schooling was completed. Therefore current materials were introduced and studied in the classroom, and technics

for using them were developed and evaluated by students and teachers.

Introduction of these materials into the classroom raises new problems. The materials must be purchased. They must be circulated and distributed. They must be assigned, studied and tested. What is to be done with them at the end of the term? How can all of the good material be kept?

Questions are myriad but not unanswerable. The council teachers met each one of them. There is no one solution, but there are solutions. Each teacher worked out a system that fits his school's philosophy and pattern. Each of the plans that were worked out can be applied in many situations.

How are funds obtained for periodicals? In many schools each principal is allowed a certain sum for instructional materials. This may be spent as he sees fit. One of the principals "sees fit" to spend his fund in a demo-

*Kinney, Lucien, and Dresden, Katharine: *Better Learning Through Current Materials*, Stanford Press, 1949, recounts the organization and activities of the council and gives detailed accounts of classroom practices in the participating schools.

cratic fashion. Together he and the department heads decide how much shall be spent for materials that the whole school will use and how much will be turned over to each department.

The chairmen then call meetings of their department members to tell them how much money is available. Together the teachers decide how the money shall be spent. Consultation with the librarian prevents uneconomical duplication, and collaboration within each department and among departments permits maximum use of materials and makes more materials available to each student. By this system each teacher knows exactly how much money is available, and each teacher has a voice in the allocation and spending of that money.

CAN AFFORD PERIODICALS

One council member is fortunate to be in a school in which the majority of the students can afford to subscribe individually to periodicals. They usually decide to have a common magazine for basic work and then bring in other magazines from home. A class secretary handles all subscriptions, so that the students get the advantages of club rates. The magazines are delivered at school, and the secretary is responsible for distributing them. Thus the activity becomes a

part of the program of developing student responsibility.

The teacher has succeeded in bringing a daily paper into the classroom by setting up cordial relations with local editors. Each morning 40 copies of the previous day's paper are delivered to his room. These he uses to teach the news and, more important, to teach students how to read a paper; where to find certain features; who the columnists and "comic" artists are; the make-up, the slant and technical details. These lessons are planned as carefully as any others and are a part of the total learning experience of the students.

One science teacher, following up a personal contact, persuaded the editor of a science journal to give the school a classroom set of his journal. In addition, the teacher shares a weekly news magazine with other science teachers.

The students see how scientific facts are selected and presented in a general news magazine and also how they are selected and presented to an audience that is primarily interested in science.

Another science teacher persuaded a friend who was an inveterate saver of magazines to donate his entire collection to the school.

The use of newspapers and periodicals for remedial reading has been reported by various teachers. Here they

find material that appeals to every student—the sport addict, the fashion conscious, the comic reader, and all of the others. The editors of local papers were persuaded that these people would learn to read the paper in school or they would never read it. As a result, papers were furnished to the local schools by the various publishers.

In some schools, magazines are purchased with library funds. Magazines subscribed to by teachers enrich the offerings of many classrooms. Students, appreciating the importance of the program, bring magazines from home as soon as their families have finished reading them.

ORGANIZING DISTRIBUTION

Periodicals, then, can be obtained whenever the teachers, administrators and parents really want them. The next problem is to organize a distribution plan for maximum use. In the council classes we use many ways of distributing materials.

In one school a classroom set of periodicals is used by at least 25 classes. Each of five teachers gets the set for one day. Long periods make it possible for the students to spend part of the time in preparation and part in recitation. Each student has his own magazine. The class studies the style, make-up, slant, features and subjects used.

Individuals or groups choose sections of the magazine to read and subsequently pool their information. This

A committee works to bring the "Your Newspaper" section up to date, while other students clip from periodicals articles they will want to place on display and/or to place in their current materials files.



not only makes complete coverage possible but also trains students to report on material that is new to many of their listeners.

At times the students may spend a whole period studying and then recite the next day, after the paper has gone on to other classes and after they have had an opportunity to go to the library or to read magazines at home for further information on the topic. A student in the last class must be responsible for getting the magazines to the next teacher; if he does this at the end of the school day, the teacher has an opportunity to work on the periodicals before he presents them to his class the next day. By Friday the magazines look as if they were ready for the ash can, but they are saved for clipping and filing.

SYSTEM WORKED OUT

A teacher in another school has worked out a system to make one classroom set of papers serve all of his students. Each student has an opportunity to take the current issue home for overnight study. Members of the first hour class take periodicals home Monday night and recite on Tuesday; students in the second hour class take magazines home Tuesday night and recite on Wednesday, and so on until every class has read them. Then the materials are made available to the bulletin board and filing committees.

Wherever will the teacher find time to read all of the periodicals, select the pertinent articles, assign them, cull and file the best for future classes? The teachers in the council found that the answer to this problem is also one solution to another more fundamental one: How can we develop a sense of responsibility in youth? We learn to do by doing. The location, allocation and preservation of materials are the problem of the learner. Since these are important learning experiences and since they contribute to the effectiveness of the entire school, they are suitable responsibilities for the student.

Let us watch a class as it closes one unit and prepares to introduce a new one:

The planning committee is in conference with the teacher at his desk. The bibliography committee is checking the bookshelves, magazine rack, "Reader's Guide," and other references, preparing a recommended list of readings to be posted. The audio-visual committee is pouring over radio, movie and slide listings. The contact

committee is checking the file of speakers and preparing publicity for the school paper. The bulletin board committee is working in sections, taking down the old display, searching the files, putting up a new display. The filing committee is sorting out materials which are out of date, useless or inappropriate.

Disorder? What will visitors say if they drop in unexpectedly? Are the students learning anything when they are not answering questions from the book?

These boys and girls are engaged in important work. They are making judgments; they are learning the art



This hall case contains a magazine display on foreign policy.

of group participation. The room is noisy, but it is orderly and busy. Anyone stepping into it cannot help but be impressed with what he sees.

As the problems introduced into the various classrooms become broader and more significant, the need for cooperation within and among departments becomes clearer. The creation of files on recurring topics provides opportunities for cooperation among teachers within a department and among departments.

One science department has built up a departmental file of clippings and fugitive materials. Student committees do the actual work of clipping and mounting. A student librarian checks a folder of materials out to class committees, on request, and sees that it is returned and refiled properly.

An English department has a file of well selected, beautifully mounted materials. These are organized by units of instruction with cross-references. In that way a picture of the Globe Theater is available for a unit on Shakespeare or for a unit on the

theater in English, speech, history or manual arts.

As interdepartmental cooperation becomes general, the librarian becomes the key person. It is common to find in the library a file of materials on any current problem of importance. All magazines are searched for valuable materials. These are clipped, mounted and filed by student helpers according to units. Class committee members can come down at any time to examine the file just as they examine bookshelves or the card catalog and can draw out the material they need. The mechanical arts department in one school has constructed large storage bins for oversized pictures and maps and smaller cases for magazine-sized clippings.

PRINCIPAL CONVINCED

The principal of one of the schools in the council admits frankly that he was not completely convinced of the wisdom of initiating a current materials program at the time that the project started. Too frequently he had seen unused periodicals accumulating in school libraries, expensively installed bulletin boards with no displays on them, films used to entertain students already satiated with the entertainment of commercial movies.

But when a group of his teachers talked to him about an intensive study of the use of current materials he gave his consent and support—not to a current materials program but to a program of investigating and experimenting with the use of current materials. Soon there were measurable results. When the principal saw that current materials were actually being used, that careful evaluation revealed results that were obtainable from no other materials, he allocated funds to the library budget for periodicals and also purchased classroom sets of magazines and other equipment.

Actually, using current materials is thrilling. The rewards of teacher-student exploration in a new and significant field are limitless. It is this positive spirit that has characterized C.C.I.L. administrators. And rich has been their reward, as the reward is always rich for those who explore in new and significant fields. Theirs has been the joy, through teacher-student exploration, to renew interest, to discover verdant fields, to build morale. Theirs has been the reward of an interested, participating community. And basic to it all—better learning.

THE SUPERINTENDENT *as the educational leader*

of his staff

THE superintendent must ever be conscious of his responsibility as the educational leader of his staff. To provide this leadership he must have a plan of action. The plan must approach the problem from several avenues if it is to be successful. It should reach all staff members, provide continuous leadership, have educational vision and be of long range, keep pupil needs clearly in the forefront and be goal centered.

It is not easy to meet the foregoing requirements, yet the superintendent can meet them. He can do so by setting up and activating machinery that will encourage the professional growth of his staff, build and maintain staff morale and provide for educational vision.

The educational outcomes attained by a school staff depend to a large degree upon the professional growth training program experienced by the staff. Excellent in-service staff training programs are not a matter of chance. They come into being as a direct result of the superintendent's assuming responsibility for leadership.

The superintendent should institute a program for professional growth so designed that it will be easy for every staff member to grow and difficult not to grow. He should not expect, however, the same professional growth from all members of his staff. He should be happy if all grow, even though the growth is small in some instances.

Curriculum Planning and Development. The recognition of a number of principles when planning for professional staff growth through the curriculum avenue is highly essential.

The superintendent should work cooperatively with members of his staff in setting up a philosophy of education for his system; in defining, in a tangible manner, the aims of education; in setting up curriculum committees which recognize the school—from kindergarten through the secondary school

V. F. DAWALD
Superintendent of Schools
Beloit, Wis.

—as a continuous unified unit without breaks; in obtaining released time for classroom teachers serving on curriculum committees; in making available for all staff members agendas, accurate minutes, and reports of all curriculum meetings; in making available from time to time outside consultant services; in bringing in occasional social events, such as teas and parties, for all curriculum committee members, and in including as many staff members as possible in the curriculum organization.

Pupil Study and Guidance. Another area in which the superintendent should assume leadership for the professional growth of his staff is that of child study and guidance. Here he should organize staff groups to study and report on the nature of learning; how learning takes place; pupil accounting; pupil orientation; physical and mental health of pupils; counseling; home visitations and parent conferences; evaluation of the product of classroom instruction from the standpoint of the learner, the materials of instruction, the teacher, and the physical environment; pupil differences; making and interpreting case studies, and prescribing for learning difficulties.

To be sure, it may be impossible for the superintendent to activate professional work in all these phases at one time. Yet he should set up as many study groups as possible. As with curriculum groups, he should make arrangements for released time for the

teachers serving on study groups; arrange for a definite time and place for each meeting; meet with each group from time to time to raise questions, make suggestions and discuss policy; arrange for proper clerical help; make consultant services available and make it possible for the work and accomplishments of each group to be brought to the attention of the board of education and of the public.

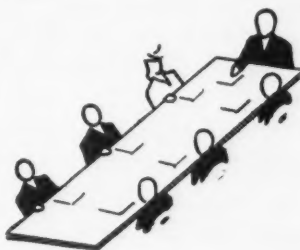
A teacher's desire to grow professionally cannot be created through board regulations alone. The superintendent has far more potent tools at hand. If he has judiciously assumed his staff leadership responsibilities in the curriculum and child study areas, a high percentage of his staff will want to grow professionally through study outside the school system.

Summer school attendance, enrollment in extension courses, enrollment in workshops, attendance at educational conferences, and the use of outside consultants are all of high value in bringing about professional staff growth.

By example, and through consultation and guidance, the superintendent also can do much to instill the desire for professional growth in the minds of his staff. An administrator should remember that nothing impairs his educational leadership possibilities more than to have the staff become conscious that its leader does little to grow professionally himself.

Selection of the Staff. Careful selection of staff members does much to cause the entire staff to grow professionally. The superior teacher is a challenge to the good teacher, and the good teacher is a challenge to the average teacher. Consistent selection of excellent new staff personnel by the superintendent does much to keep the entire staff alive professionally.

The staff's respect for the superintendent's leadership ability suffers materially when new staff members are added who do not meet the qualifica-



tions and requirements set forth for those already employed in the system.

Staff Morale. Without good morale, the value of a teaching staff is seriously impaired. To a large extent, staff morale depends directly upon the superintendent's ability as an educational leader. Hence, he must work constantly to build and maintain staff morale at a high level. This is leadership that cannot be delegated.

Good compensation makes a major contribution to staff morale. While good staff morale sometimes is present when compensation is poor, this condition is the exception rather than the rule. The superintendent, therefore, must assume courageous leadership in the field of staff compensation, even though there may be a foe behind every tree on the financial frontier ready to scalp him.

The superintendent should encourage the establishment of a cooperative salary committee, whose purpose will be continuous work on staff compensation. The membership of this committee should be drawn from the teaching staff, the administrative staff, and the board of education. The superintendent should be a member of the committee.

No longer do salary committees serve the teaching staff best by building a salary schedule based upon training and experience alone. The time is not far distant when staff compensation, in part at least, will be based upon teaching efficiency, even though at present many regard discussion of this subject as heresy. Teachers always have been evaluated. They always will be evaluated. These two facts cannot be ignored.

Many individuals feel that any attempt to evaluate teaching competency for compensation purposes harms staff morale. The superintendent who approaches the problem of teacher evaluation cooperatively with his staff will find most staff members open minded on this difficult problem. Whether teaching reaches the professional status it merits depends, in no small part, upon how willingly and well superintendents assume their responsibility for leadership in this somewhat unexplored field.

Staff morale is boosted by the practice of democracy in administration. The superintendent holds the key to the type of administration his staff is to experience. Regardless of the area in which work is being done, growth must come from the bottom. Therefore, the superintendent must practice the type of leadership which results in the staff's saying, "our program." Wise is the superintendent who seeks the advice and counsel of his staff.

The use of a central administrative advisory council is of great value. Through a group of this type the superintendent can build staff confidence in school policies. The council is also an excellent sounding board. From council discussions the superintendent can, many times, determine the speed at which changes can and should be made.

PRECAUTIONARY NOTE

A word of caution is necessary, however. Democratic administration does not imply that the superintendent is freed from the responsibility of making decisions. Confidence in leadership vanishes when chaos results because decisions are not made.

The superintendent always must look into the future. He must seek the answers to such problems as future pupil needs; financial requirements of his school in the years which lie ahead; adequate physical plant geared to coming pupil needs; needed research for his system, and special school services in keeping with the times. Educational vision also is necessary in public relations.

As the educational leader of his staff, the superintendent must keep all units of the educational team working toward the goal of better education for the community. This purpose will be achieved when the superintendent provides competent leadership for professional staff growth, for the maintenance of staff morale, and for educational vision.

Packages Reach School for Handicapped



Acme Photo by David Boyer

CARE packages, 100 in all, are given to a school for handicapped children in Paris. Adolphe Auffray, a 7 year old boarder in the school, unwraps a chocolate bar. There were ceremonies when this CARE shipment arrived, celebrating the 400,000th package to reach France.

Cooperative planning program for

SCHOOL HEALTH



WALTER S. HOLMLUND

Supervisor, Mott Visiting Teachers
Public Schools, Flint, Mich.

HERE in Flint, Mich., where the Mott Foundation Program has created a new spirit in community service, cooperation is a magic word. By reinforcing the tie-up between school and home, it has created something new in health planning at Cook Elementary School.

A compact school health program is one that embraces the physical education curriculum, building and environmental conditions, and nutritional and general health needs of children. This is an extraordinarily big order. Yet, in spite of inevitable school budgeting problems, cooperative planning, seriously taken, can keep the standards high.

Cook School was built in 1916, a third of a century ago, yet today, with an enrollment of 520 children, it is an immaculately spotless, almost modern building. Its rooms are garbed in the "new look" for schoolrooms, brightly and gaily painted and genuinely inviting.

TESTS ITS OWN INCENTIVE

The cooperative planning program originated as an experiment in 1946. A committee headed by Dr. David VanderSlice, at that time head of the Mott Foundation's Children's Health Center, which works through the Flint public schools, met to test its own incentive. On the committee were student council representatives, teachers, parents, the director of the school den-

tal program, the school health coordinator, visiting teachers, and as many health authorities in and out of the school system as could be persuaded to attend.

SPECIALISTS CALLED IN

An effective school health program may call for concentrated expert direction, and expert direction calls for money. Whatever might be inherent in the formulation of the curriculum, it takes a perfection to satisfy all points of view. And in connection with this last point, how about letting everyone concerned join in the shaping of the program? Rather than leaving the entire job up to a group of specialists, why not call in the specialists for conferences?

This type of planning worked at Cook School. Not only was a superior program achieved, but children on the committee grew and developed in their new area of responsibility. Parents and teachers alike enjoyed the sharing of ideas, and one would have to look far for a better public relations device.

Now, specifically, just what was done? Parent-teacher-student meetings at homes of parents set the pattern that resulted in a solid social relationship. They attacked each problem as it was presented, and, after the facts were set down, they went to work on the solution.

One teacher said she didn't think the lighting in her room was up to stand-

ard. Another said there weren't enough washbowls for all the children to wash their hands during relief periods. A parent suggested that a survey should be made of needed building repairs.

A representative from the city health department was invited in. The problems of Cook School, he said, were quite general. Twenty years ago the school would have met the standards. To be anywhere near adequate now, each classroom should have between 20 and 30 foot-candles of light. There should be one drinking fountain (jet bubbler type) for each 60 pupils. There should be two hand lavatories for every 75 boys and two for every 75 girls. He recommended pamphlets having helpful hints; but first, he emphasized, the committee should get facts; it should know costs before suggesting any improvements in lighting, fountains and lavatory facilities.

Other experts, including the associate state superintendent of public instruction for Michigan, were invited to make recommendations.

OFF TO A GOOD START

The committee, which calls itself the Cook School Health Council, meets twice a month. Cornelia Mulder, coordinator of health education, is now chairman of the group, and the school's principal, Mrs. Retha Whistle, coordinates the program.

In time some physical improvements were made on Cook School. Who



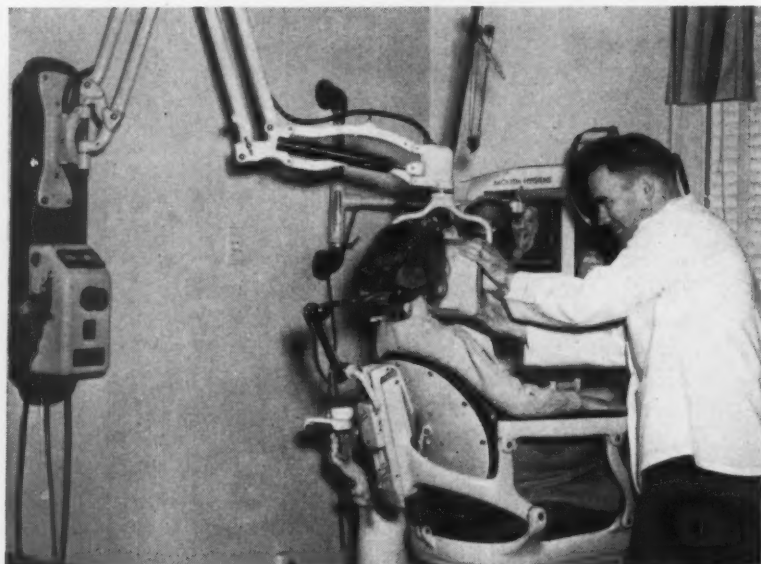
A parent makes a prekindergarten home visit.



Teacher pins health badge on kindergarten pupil.



Health center director examines school child.



Mott Foundation's children's dentist takes x-ray.



On health council are principal, teacher, parents, students, visiting teacher, nurse and custodian.



Cook School custodian is demonstrating new bubbler type of drinking fountain to parents.

paid? On paper it was a routine expenditure, because the cost was no greater than the usual allotment the school board annually gives each school for improvements. New items included frosted light bulbs, a different decoration scheme (students assisted by teachers picked their own room colors—pastel tints for better reflection of light), and double-roller window shades which shade the lower half of the windows, banking direct glares from students' eyes.

CHILDREN "HEALTH GUARDED"

Among other major emphases in the Cook School health program was the promotion of the "health guarded child." The total health curriculum, including nutrition, revolves around this theme. "Health guarded" is the title given every youngster who is free from correctible medical and dental defects and who has been immunized against diphtheria and smallpox. Kindergarten children must have medical and dental examinations to be eligible for a badge which gives recognition to those children who have become "health guarded."

The following form letter obtained parent cooperation in providing medical examinations for children.

SCHOOL HEALTH PROGRAM

Flint Public Schools

Dear Parent:

To get the most out of every school year, your child should be in the best possible physical health.

A child who is below par physically cannot successfully compete with other children and loses some of the benefits of school.

Since all of us desire for our children the maximum in both health and education, we recommend that you take your child to your family physician and family dentist regularly for a complete examination.

Physical defects are frequently discovered which, had they gone unnoticed and uncorrected, would have retarded your child's progress in school.

Attached are physical and dental examination blanks for you to take to your family physician and dentist. Please return these blanks to the school when they are completed so that any recommendations may be given proper consideration in your child's school program.

Sincerely yours,

Director of School Health

Similar reminders are sent out to the parents encouraging them to assume responsibility for the dental care of their children, for disease protection involving smallpox and diphtheria, for visual defects discovered in



Hearing supervisor gives audiometer test to school child.

school, for skin conditions that need medical attention, and for speech or hearing disorders.

If the school's medical social worker finds that the parents are not able to pay for medical care, the child is referred to the Mott Foundation Children's Health Center, where he will receive the necessary treatment and corrections either free of charge or at a small cost. The health center is set up to diagnose and to treat a large variety of child health problems, and much of the time of the staff is given over to parent education in regard to nutrition and proper health habits and to personal counseling.

SUMMER ROUNDUP

Another feature of the Cook School cooperative health program is the summer roundup of children scheduled for kindergarten enrollment in the fall. Members of the health council make home calls to acquaint parents with health requirements and to familiarize them with the school's policies.

Physical education classes have become an important part of the general curriculum, not just an extracurricular activity. Whatever training might be relevant to classroom studies and projects and out-of-school activities, the physical education teacher attempts to put into practice in her classes. If winter sports become an after-school fad, skating technics and ice safety are taught during physical education periods, and if it is Indians and cowboys they are reading about in history, primary classes can stage their own

prairie battles in their physical education classes.

This type of cooperative planning has been mutually beneficial and adds to the strong "we" feeling found in the entire school program. Other areas involving parent-student-teacher cooperation now being developed are curriculum planning, summer playgrounds, and audio-visual teaching aids.

The Cook School program recognizes all the outstanding features of an otherwise high-cost school health program resplendent with a staff of high-salaried experts. It is based on well informed professional opinion that comes free of charge. The enthusiasm that sustains it and the force behind the enthusiasm may be said to have an even greater go-getting power than does a professional program.

DIGGING IN COMMON GROUND

Of course every school has certain kinds of health policies, written and unwritten, consistent and inconsistent, in and out of tune with meaningful planning. Usually they do not go far enough. Teachers, principals and parents know their local problems better than anyone else does, and, rather than going off the deep end of an expense account to hire outside investigators, they can do a great deal more for their own good than they believe they can.

It is a necessity for schools to share responsibilities for their own welfare and to get down and dig at their own problems. It's an easier, nicer job, of course, when everyone digs together—in common ground.

AFTER two years of experience I am convinced that everyone is for the merit principle as long as no one does anything but talk about it. New York has attempted to relate teachers' salaries to merit in teaching. In so doing it has shifted the subject from discussion to action, has submitted the principle to test on a state-wide basis.

In one respect the New York law is incomparably superior to any previous attempt to relate salary to quality of teaching. The law requires "... participation by classroom teachers in the formulation, application and review of standards ... governing the granting of promotional increments."

Under the commissioner's regulations each school district employing eight or more teachers, except those districts that make the schedule automatic to the sixteenth step, must establish an advisory committee, the majority of whose members must be classroom teachers. This committee formulates and recommends to the board of education the standards for granting the promotional increment.

For the first time in the history of American education, a state has given teachers of each community the legal responsibility for helping to formulate the standards by which their work will be judged and the procedures by which the standards shall be applied. Moreover, the advisory committee is a continuing agency with the power to review the standards and their application. The department believed and still believes that this provision for the participation of teachers is a means not only of correcting any abuses that might otherwise enter the administration of the law but also of achieving a positive and continuing upgrading of the teaching service.

The law specifies that promotional increment may be earned through special contributions in one or more of the following areas:

(A) Exceptional service to the pupils for whom the teacher is individually responsible.

(B) Service to the community through nonschool activities directly related to the interests and well-being of young people.

(C) Participation in nonschool activities related to the teacher's field of instruction.

(D) Education not formally credited

See Morrison, J. Cayce, New York State Is Now Testing Promotion for Merit, *The Nation's Schools* 42:20 (October) 1948.

BASING SALARIES ON A Defense and a Criticism

J. CAYCE MORRISON

Assistant Commissioner for Research
New York State Education Department

to a degree or beyond the master's degree.

Of 161 local committees reporting during the first year of operation, 151 adhered to the "ABCD" pattern of the law in whole or in part. Of these 148 (94%) recommended standards under A; 102 (70%) recommended standards under B; 116 (78%) recommended standards under C; 139 (85%) recommended standards under D.

Four based promotion solely on direct service to pupils and three solely on education and travel; 49 entirely omitted community service; 35 entirely omitted nonschool activities, and 20 omitted both of these areas.

In each of the four areas the exceptional service must be related directly or indirectly to helping children or youth. *It is a good thing for the faculty of every public school to look at these four areas and to decide the measure of the school's responsibility in each area.*

The law specifies that promotion shall be based upon objective evidence.

Before a conference of school administrators in Madison, Wis., July 21, the New York plan of merit rating was criticized and defended by J. C. Morrison and Arvid J. Burke. Although taken from context, the excerpts printed here highlight pertinent points advanced by both speakers. They have discussed more fully their points of view in previous articles in *The Nation's Schools*, references to which are given.

Moreover, the evidence should be, wherever possible, in terms of changes in pupils. Under each type of service a committee must agree upon the types of pupil and teacher behavior that shall be considered as evidence of exceptional service. For example, under "meeting the personal and social needs of pupils" committees have suggested 18 different manifestations of changes in pupil behavior that may be observed and accepted as evidence of exceptional teaching.

The very fact that these evidences have been isolated and defined, that they can be observed and described is at least a promise that we may ultimately arrive at a just evaluation of teaching service. We have here another manifestation of the principle long ago enunciated by Thorndike, namely, that anything that exists exists in some amount and therefore can be measured.

WHAT IS GOOD TEACHING?

Obviously, a just evaluation of a teacher's service must be based not only upon objective evidence but also upon evidence that is comprehensive in scope and that gives a fair profile of the teacher's service over a considerable period of time. In general, this period will be not less than three years. The evidence recorded may be in many forms, such as:

1. Supervisory reports on classroom teaching. (It should be noted that this is a descriptive report, not a rating.)

2. Administrative records of such services as committee work, activities other than classroom teaching, participation in conferences and professional groups.

3. Evidence of pupil development that indicates exceptionally effective teaching.

(Continued on Page 54.)

QUALITY OF TEACHING

of New York's Merit Law

ARVID J. BURKE

Director of Studies
New York State Teachers Association

THE organized teaching profession on the national, state and local levels of government has done much to promote the merit principle. Yet it has been opposed to the merit type of salary schedule. Often the opposition is intuitive and emotional, reflecting fear. Sometimes it is based upon distasteful experiences associated with such schedules in the past. It is my purpose to go back of the emotionalism to find the real objections to the merit type of schedule, with particular reference to the New York law.

The teaching profession must accept most of the principles underlying the New York salary law, particularly the single salary principle, the principle that teachers should have professional status, the principle that teachers should participate in school administration, the principle that merit increments should be so administered as to result in improved teaching service, and the principle that a state schedule should be regarded only as a minimum.

WHAT THE TEACHERS THINK

If the teaching profession must accept the ideals, concepts and principles underlying merit in salary scheduling, why then is there so much opposition to the merit type of salary schedule? I think that there are six underlying causes of teacher attitudes toward merit schedules of the type incorporated in the New York law:

1. Teachers are rated now, and they don't think much of the way the rating is done.
2. Merit schedules do not get at the fundamental problem of merit.
3. Merit schedules begin at the wrong end.

See Burke, Arvid J., *Some Dangers of Merit Measurement*, *The Nation's Schools* 41:27 (January) 1948.

4. Sorting teachers is not the right answer.

5. Merit schedules are often superimposed upon a subprofessional salary schedule.

6. Placing economic values upon teaching service is a hazardous undertaking.

WHERE TO BEGIN

The place to begin in applying merit to teaching service is in school administration itself. As we look at American school government we observe the handling of fundamental administrative problems by uninformed lay boards in rural areas, the intermingling of school control and politics in the cities, the paternal, benevolent despotism in school systems, large and small, and the emerging of a precarious degree of professional administration in certain communities. As we look at school administrators themselves we can see no dominant type. They include scholars, politicians, strong men, weak men, technicians, idealists, practical men, intelligent men, stupid men, leaders, dictators, kindly men, cruel men, self-seeking men, unselfish men, poorly educated men, and well educated men.

Until we are assured competent professional, nonpolitical administration of schools there just is no way of assuring merit in teaching service. School administrators must be selected and retained who possess the necessary personal and technical competence, particularly in personnel management. Those who are to select, assist and dismiss teachers must be selected and dismissed on a merit basis. As it is, school administrators are selected and dismissed by lay boards for reasons which would be difficult to define and often hard to defend. Once selected,

their services are seldom, if ever, appraised by persons competent to judge school administration.

Any attempt to apply the merit principle or to operate merit salary schedules on a statewide basis with our present extremely variable and unappraised school administration is not getting at the fundamental problem of merit.

The New York law attempts to apply merit in the middle, where the differences are not great, and where there are a great many plus and minus values. Even with such a simple thing as achievement in a content or skill subject it is difficult to determine subjectively the relative standing of individuals in the middle groups.

Once we have obtained good school administration competent to handle personnel problems, we should first apply merit in the initial selection of teachers. This is like preventive medicine. It eliminates at source the shortcomings that the merit type of schedule tries to remedy by rewards and penalties.

A second step that can safely be taken at this time is the elimination of teachers who are outstandingly incapable or unwilling to do what is expected in their positions. Even with crude measuring instruments such extreme cases can be detected. The extreme deviates will be eliminated from the service, which is much better than keeping them in the service at the expense of the children and further imposing penalties or lack of rewards under a merit schedule which only increases the liability by adding emotional disturbance to the initial incompetence.

MECHANICAL SORTING

What merit salary schedules really do is to sort existing personnel upon the more or less subjective judgment of an unappraised management. For purposes of administration the sorting is usually done according to certain arbitrary and mechanical procedures which may or may not have any relationship to merit. For example, under the New York State law the only teachers eligible for promotion to higher levels at a given time are those on certain steps. The step to which a teacher is assigned depends on certain fortuitous happenings in the past. Hence, the teachers who are eligible for promotion may not necessarily be the most competent. Furthermore, once a teacher is promoted he con-

BURKE

tinues to receive the mandated salary regardless of what his merit may be in the future.

Most automatic increments are postponed installments toward what the teachers should have been paid as soon as they demonstrated their competence. A merit schedule that is not based upon a professional standard of living for the profession as a whole will not accomplish the fundamental purposes of a salary schedule.

It would seem to be the wise policy to take individual differences for granted. Instead of dissipating effort in attempting to place economic values on the different strengths and weaknesses of the staff, it would be far better to devote the energies to molding the different talents and attributes of staff into a working team.

The New York minimum salary law represents the highest degree of centralized control over personnel policy that exists in the United States today. It was inevitable that once the states had assumed centralized control over

teacher certification, control would be extended over salary policies, at least to the extent possible to obtain enforcement of state certification standards. However, it is questionable if New York State had to go so far in establishing a state minimum salary policy.

Although the New York law makes it mandatory upon local school systems to provide for teacher participation in the determination of standards for the awarding of promotional increments (participation purely advisory), the law itself was purely paternalistic. It was not sold to the teachers. It was not the result of bargaining or joint deliberation. It was simply handed down. The teachers were asking for a modest minimum of \$2400 for beginners and \$3600 for teachers with eight or more years of experience. It is my opinion that a minimum of \$2000 to \$3200 arrived at through bargaining and compromise would have given the teachers much more self-respect, satisfaction and zeal. No self-respecting profession can emerge through paternalism.

superior teaching changes. Fortunately, the permanent status of the advisory committee offers a sound means of correcting mistakes and of achieving an ever higher level of agreement as to what constitutes exceptional teaching and of how to achieve it.

Moreover, the permanent advisory committee representing all elements of the teaching and supervisory staff is a legal means of bringing teachers into closer cooperation with the administration in formulating policies and programs that affect the quality or character of teaching.

NEW YORK TESTS IT OUT

For better or worse, the teachers' salary law of 1947 has made the public schools of New York State a great laboratory for testing the merit principle in teachers' salary schedules, that is, for relating salary to the character and quality of teaching service.

The creation of local advisory committees, the participation of teachers in formulating the standards by which their work shall be evaluated, the obligation placed on the superintendent of schools for making fair and objective evaluations, and the widespread tendency of boards of education to adopt schedules or by-laws giving teachers advantages in excess of the provisions of the minimum state schedule—these and other conditions resulting from the law create a variety of local conditions that excite the imagination.

Through coordination and evaluation of the statewide experimentation resulting from the law, there is the possibility of advancing the teaching profession farther in the next five years than it might otherwise have been advanced in the next 25 years.

MORRISON

4. General experience record, including such items as travel, occupational experience, summer employment.

5. Professional experience record in and outside the district, including positions held, dates, duration of service in each.

6. Education, including undergraduate instruction received, degrees earned and dates, courses taken beyond degrees, graduate work.

7. Salary record, including previous promotions and increments.

8. Records and materials voluntarily contributed by the teacher concerned, such as teaching plans and outlines, travel and research reports, published articles, reports of community and nonschool activities.

9. Anecdotal records of significant teacher behavior indicating exceptional service.

Judging from the reports received at the end of the first year's operation of the law, none of the 161 committees reporting was fully satisfied with its recommendations. Probably every superintendent applying the standards for the first time found that they did not cover some service he would like to reward.

Here and there, a board of education discovered a teacher on the promotion list whose rating did not check with the expressed opinions of pupils and parents. More than one teacher undoubtedly felt that his best service had gone unnoticed. The encouraging conclusion drawn from analysis of these reports was that most of the committees were planning to continue their work and were perceiving the large values in cooperative effort.

From time to time the concept of what constitutes good teaching and

WRITE FOR YOUR VOLUME INDEX

If you bind your volumes of *The NATION'S SCHOOLS* you will want the index to volume 43, covering issues from January through June 1949. You may obtain your free copy by writing to *The NATION'S SCHOOLS* at 919 North Michigan Avenue, Chicago 11, Illinois.

PRIMARY ELEMENTS OF HEATING

THE heating of any building is simply the transfer of one type of energy into another usable form. In the case of direct and indirect steam heating, which is discussed here, the coal or fuel is transformed by oxidation (burning) into a safe, flexible form of heat that is easily directed and controlled.

Universally recognized as the best steam heating layout is the pumped, two-pipe steam heating system illustrated in figure 1. Fuel is lighted in the boiler and the oxidation or combustion forms heat which is represented by the hazy line (C) traveling from the firebox (B) to the flue and finally into the stack. The number of times the heat line passes over the fire before reaching the stack indicates whether the boiler is a two or three pass one.

There are several ways by which oxidation can be brought about. One is by the natural draft of the boiler. The front door (D) is opened. The cold air mixing with the flame becomes hot, passes through and goes up the stack. Sometimes if the stack is cold the fire starts slowly, but when the warm air heats the stack a partial vacuum is created as the lighter, warm air rises. Thus, natural draft is created. The amount of draft is regulated by the proper manipulation of the draft-doors (A, D, G) and the flue damper (H).

Another method of forcing combustion is by forced draft air, driven by a mechanical boiler-blower (F) which forces air into the ashpit (E) and through the fire to the stack. Unfortunately, a great deal of heat does go up the chimney, but a large enough percentage of heat is utilized to make this method pay.

Draft controls are vitally important. With too much draft, the air will blow through the fuel without time enough to create heat. It is necessary to have

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a hot fire, but air must be retained within the heating plant as long as possible, and that is the function of the passes and dampers. The correct procedure in regulating boiler drafts is to a large extent a matter of experience, but experience must be governed by intelligence.

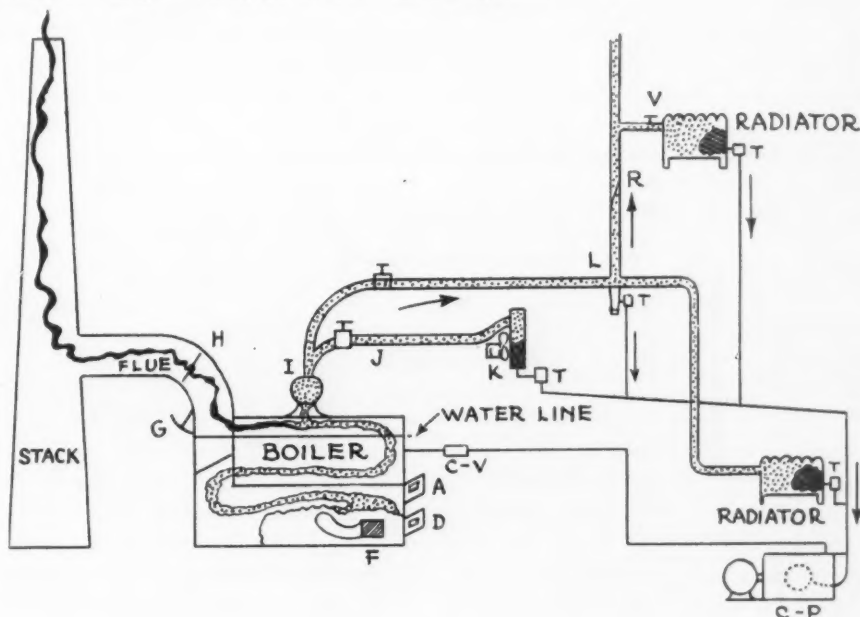
After the maximum heating value of the fuel has been obtained, the energy in steam form starts out through the boiler-header (I) which is simply a large pipe used for distribution to smaller pipes. When steam is formed in a tight vessel, such as a boiler or a pipe, pressure is created, and the steam expands in all directions. It will go up or down, and the pressure tends to be the same wherever the steam can reach. Through openings in pipes steam is lead to a fixture where the steam is condensed

or changed back to water and the heat given off is used to raise the temperature of the air around the fixture. One style of fixture is the blast coil (K) to be explained later. Another is the ordinary radiator. At this fixture is one of the most vital points of heating, where steam is separated from air and water.

When the heating plant is first started, the pipes are full of air, if not of water. The radiators also are full of air. When the steam first enters the cold spaces, it forces the air ahead. The steam itself almost immediately turns to water, which is known as condensate. To facilitate heating, the steam must be free to move easily. The air must be released to reduce pressures, and the water must be eliminated from the pipes and fixtures.

Water must be allowed to run downward at any point of the piping where the steam is rising abruptly, as at a riser (R). Here should be inserted a drip leg indicated by the single lines running down. To allow

Fig. 1. Pumped two-pipe steam heating system.



the water to run away and yet hold the steam in the pipes, a trap (T) is so installed that the water runs through it to the drip leg. The same or a similar type of trap is attached to the radiator or fixture.

There are many kinds and types of steam traps but all function for the same purpose—the separation of air, water and steam. The float-thermostat

trap being considered here is a little bowl with a hole at the bottom through which the water will flow by gravity.

Over this hole is an oval shaped thin metal float, filled with a volatile or expanding liquid. When cold, the float is small. The air that was in the radiator and pipes passes the float readily, but when the hot steam strikes it the liquid expands the device so

that the hole at the bottom is closed. Thus the steam cannot escape. However, if water happens to be present it soon will have sufficient force to push up the float and flow past into a return pipe. As soon as the water is gone, the float again closes the opening to the return.

The return pipes are all collected into one main return pipe, which leads to a condensate pump (C-P). This pump is actuated by a float or bulb in its receiving tank. As the water rises, the bulb goes up and, at a predetermined height, the lever attached to the bulb operates an electric contact, and a motor is started. This pumps the water from the tank to the boiler through a return line, passing through a check-valve (C-V) which prevents the water or steam in the boiler from returning to the pump. It also should be mentioned that this pump must have an open vent through which the air entrapped in the system may escape.

The water is usually returned to the boiler at a height of about 2 inches below the water line. Thus, if a leak or break should occur in the return line, none of the water below that point would be lost, thus protecting the boiler itself. With the return of the water the heating cycle is complete. The same water is used again, and theoretically no water should ever be added. However, losses do occur. If the system has been heated up and the water shows low in the boiler, water must be added. Adding as little water as possible as seldom as possible is the best procedure.

Fig. 2. Gravity one-pipe steam heating system.

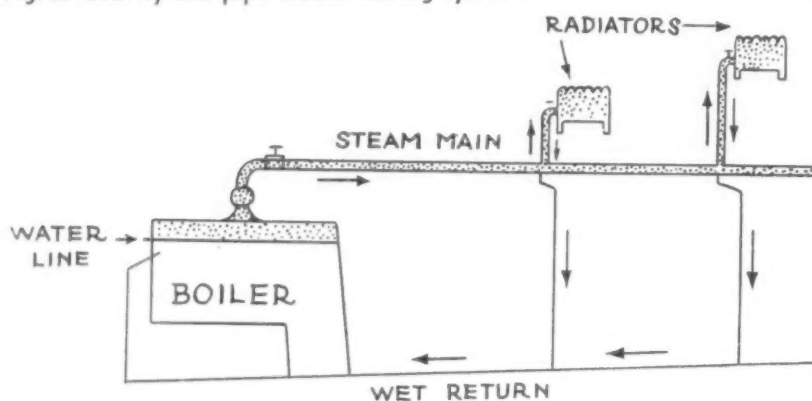


Fig. 3. Two-pipe vacuum steam heating system.

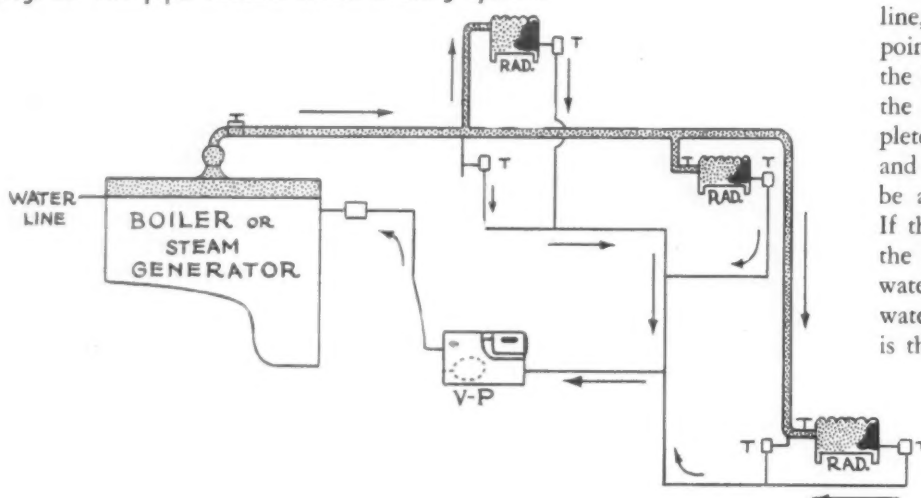
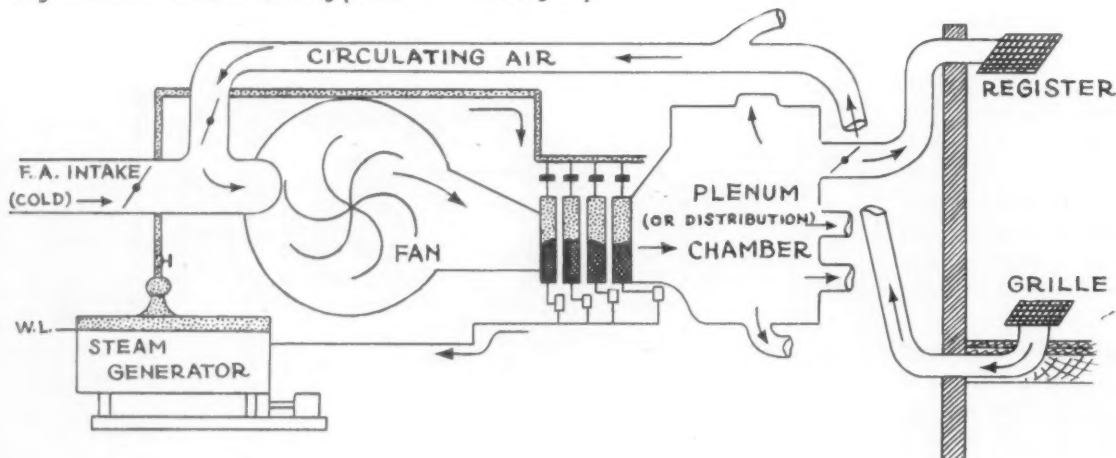


Fig. 4. Indirect steam heating (fresh or circulating air).



Another system of steam heating, gravity one-pipe, is shown in figure 2. In this the same type of heating fixture is used, but no mechanical return device is employed. The steam rises in the boiler, follows through the pipes to radiators and then back down through the same pipes to return pipes on the way back to the boiler, forcing all the water and air ahead of it.

There is, in this system, *no separation of steam from air or water*. When the steam is forced up to a radiator, the condensate water must return by way of the same pipe. In this system the pipes and mains must be larger to decrease friction within the pipes. As in the two-pipe systems, it is necessary to insert drip legs to carry off surplus water, if the steam is directed up or is depressed at any point. Air-vents must be attached to the radiators to reduce pressures within the system.

RECEIVING TANK

When the water leaves the radiator, it runs back through the riser into the drip leg in an open pipe (dry) until it gets below the water line of the boiler, where it encounters water. As there are no mechanical devices to hold the water in the boiler, the return lines (wet) become, in reality, a receiving tank with water standing in them a little higher than the water line, according to the boiler pressures.

When the returning steam strikes the water, it condenses and remains in the pipes until the boiler water lowers, then runs toward the boiler. The height of water in the return pipes is high enough to compensate for the boiler steam pressures and so holds the balance within the system.

The greatest difficulty found in the use of the one-pipe steam heating system is that errors in design and installation create internal friction in the lines which causes unequal pressures. Properly installed, a one-pipe system can be efficient, but in many installations a forced, hot fire will often result in pressure differences which may retard circulation.

Often some sections of a radiator will be hot and all the rest cold. In order to relieve this condition, we now use traps at specified points, this being the simplest method. To protect the boiler water level in this system, it is necessary to have the condensate return line enter the boiler just under the water line. *Installation* of this type of heating is highly important. Properly installed, it is the most economical

and least troublesome heating system.

Another highly efficient layout is the two-pipe vacuum steam heating system shown in figure 3. The only significant difference between this and the one shown in figure 1 is the type of pump. In this, a vacuum-pump (V-P) removes all air from the pipes and fixtures wherever they may be with relation to the boiler water line, permitting free travel for the steam. The water in the system, of course, travels with the air to the pump receiving tank and is sent on to the boiler in the same manner as the system shown in figure 1. In this type of system, the mechanical devices and fittings must be maintained in good operating condition at all times—otherwise the efficiency of the vacuum will be lost. All traps, piping and fixtures are nearly the same as for other systems.

With indirect steam heating, illustrated in figure 4, the steam itself does not go into the rooms or spaces to be heated. Instead, it is directed through a blast-coil or space-heater, which is shown between the fan and plenum chamber in the illustration. This may be one unit or a series of units, but each must have its own steam supply and trap. A fan is used to force air

(either fresh or circulated) through the steam fixture into a distribution chamber, known as plenum, from which its flow and direction are controlled. The heated air is forced into the space to be heated. A system of supply and return ducts or sheet-metal pipes is installed to admit hot air to the rooms and to take out the cooled air.

The position of the registers through which the air is admitted and the grilles through which it is drawn out determines the manner of heating. To heat quickly and for short periods the hot air enters at the floor, but for continuous, comfortable heating, controlled quantities of hot air are brought into the upper part of the room, with returns correctly placed.

Usually the air is brought in through the fresh air (F.A.) intake and exhausted to the outside, but under certain conditions, and in the coldest weather, it often is recirculated. In recirculating, it is important to exclude all air from kitchens, toilets, showers and like spaces.

In all heating, attention to the little details most often determines the system's efficiency. Each installation is a study, and it pays to *know your system*.

Some questions answered about

RADIANT HEATING

Q.—Where is the best place to install radiant panels—in a floor, wall or ceiling?

A.—Check the structural specifications for the three locations of panels and compare the required and rated heat outputs of the panels. If these considerations do not govern, ceiling installations are most favorable, floors next, and walls least favorable.

Q.—What effect does radiant panel heating have on the humidity of the heated room?

A.—Relatively little. The slightly lower air temperatures resulting from the use of radiant panel heating produce a slightly higher relative humidity than would be obtained with conventional heating.

Q.—How does the cost of installation and operation of copper radiant panel heating compare with that of conventional systems?

A.—Well designed copper radiant panel heating systems should cost no more than good forced hot water systems, for installation and operation.

Q.—Does a radiant panel heating system require special boiler room equipment or special fuel?

A.—No. Conventional forced hot water heating plants are used and are designed to use any one of the popular fuels.

Q.—Can snow be melted from walks and driveways by radiant panels?

A.—While not radiant panels, copper tubes embedded in concrete walks and driveways are a practical means of melting snow.

Q.—What comprises a snow-melting installation?

A.—Copper tubes buried in the concrete (like floor radiant panels) and filled with antifreeze, a circulator and a heat exchanger or boiler.

Audio-Visual Aids

Easy demonstration, rapid learning

through use of low-cost **FELTBOARD**

ARTHUR C. STENIUS

Directing Audio-Visual Materials Consultation
Bureau, Wayne University, Detroit

WHEN a teaching device makes learning easier, more lasting, and, at the same time, entertaining, it is indeed a valuable instructional tool. The feltboard is such a device. Children love to work with it. Teachers find their instruction is more effective when they use it.

The feltboard is just what the name implies, a board covered with felt. Cutouts of felt will stay where placed on the feltboard. This action of felt sticking to felt has a quality of magic about it, but the adherence is merely a matter of wool fibers in the cutout becoming engaged with the same type of fibers on the board itself. When the felt used is specially manufactured to give it adherence qualities, the material, of course, is most effective for classroom use.

There is nothing new about the feltboard. The principle has been used for a great many years. The material has not always been felt, nor have all materials been effective in their use, but the concept of using a type of

textile to hold other pieces upon it has long been a means for putting over ideas.

Army blankets have been used with cloth cutouts to rehearse a planned attack. The "flannel-graph" is a fairly familiar item in schools and churches. Slicker, commercially developed boards used in sales training programs by large industrial corporations have even been advertised as "black magic." But there's no magic connected with the feltboard. It's just a simple and effective teaching tool, one that well might be in every school.

Primarily, the feltboard has been an aid in story telling. As the individual manipulating the felt unfolds the narrative, he puts the various felt pieces on the board to build up an appropriate scene. The full contribution that the feltboard can make to classroom teaching, however, is much greater than that of vitalizing story telling.

In the nature of its use the feltboard can be compared roughly to

the bulletin board and the blackboard. It has some qualities of both; it also has characteristics not found in either of the other two. Conversely, both the bulletin board and the blackboard have characteristics and uses not found in the feltboard.

The feltboard, like any teaching tool, has limited applications. As compared with a bulletin board display, a feltboard presentation is less permanent. On the other hand, where the bulletin board needs thumb tacks, pins or cellulose gummed tape to be used effectively, the feltboard needs none of these. The pieces stay as placed on the board without the help of any pointed or sticky material.

In general, the feltboard has characteristics that quickly win most teachers. It is an ideal tool to use with youngsters in the early primary grades. There is no mess or muss involved in its use. Children can participate in setting up displays upon the board without using any materials except the cutouts and the board itself. This "magic" aspect of the feltboard invites pupil participation more than most teaching aids do. Drill work becomes fun, yet at the same time it becomes effective teaching.

Although the feltboard has been used with value on the university



Elementary children at Highland Park, Mich., learn the meanings of prepositions by manipulating the figures on the feltboards.

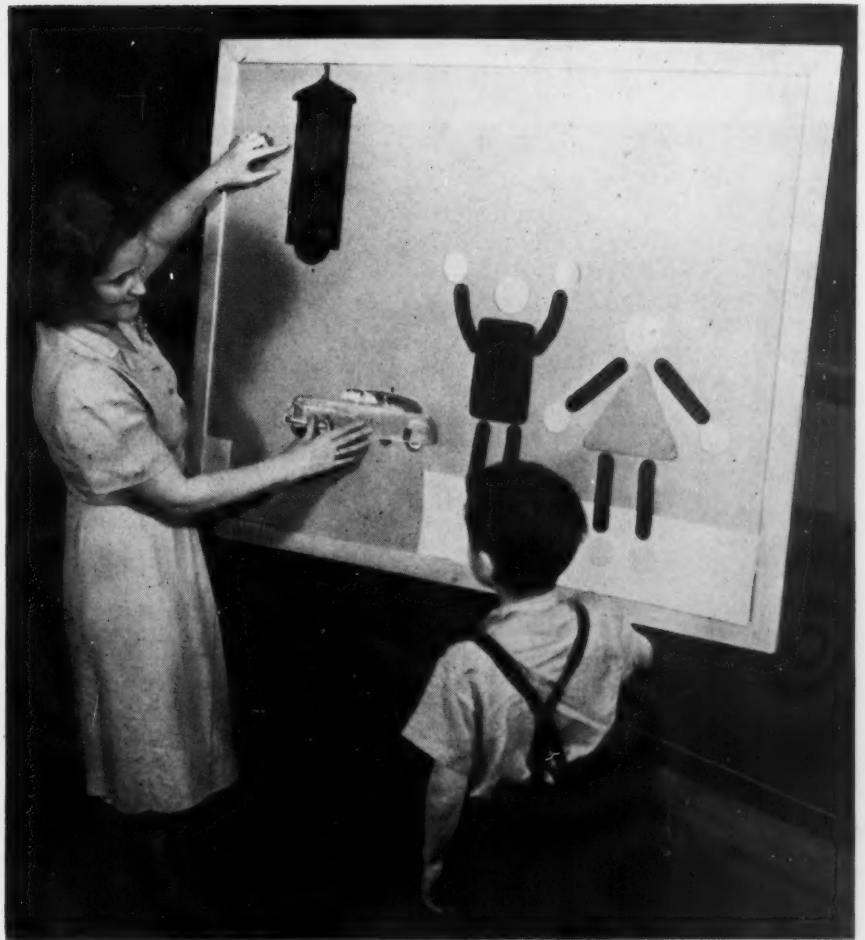


ABOVE: Kindergarten pupils at Grosse Ile, Mich., use individual feltboards. RIGHT: The boards also can be used for safety.

level, its primary appeal and contribution are for teachers in the elementary schools. The "why" of its appeal and the "how" of its use probably can be explained best by a description of certain classroom uses of the medium that I have observed.

In one classroom the teacher cut out an apple tree of simple silhouette design. The top was made from green felt, the trunk from brown felt. She also cut several apples from brilliant red felt. At this point it may be appropriate to mention that the color appeal of felt materials is one of their outstanding values.

The pupils for whom this apple tree was made were first grade youngsters. The teacher was explaining number concepts. For a brief period she placed apples on the tree and a certain number on the "ground" portion of the board. The children then identified the number of apples on the tree, the number on the ground, and the total number as well.



After a few minutes the teacher changed the pattern so that pupils, once they had given the proper number of apples, were given the opportunity of "shaking" the tree so that the number of apples in the tree and on the ground changed. The pupil who had made the new problem was then given the privilege of calling upon a classmate for the answer.

Through these procedures the teacher was able to conduct effective and interesting drill work relative to number concepts and to the basic arithmetic processes.

HALFWAY TOWARD ABSTRACTION

The contribution of the feltboard in this instance did not stop with making drill work interesting and effective. The medium was making another contribution. In such an instance the feltboard makes an ideal intermediate step between real objects and abstract concepts to be worked with on paper or on the blackboard. The felt apples had a three-dimensional nature in that they could be handled by the pupils. The apples could be picked up from the ground; they could be shaken from the tree.

The apples also had a two-dimensional aspect. When in place on the feltboard they were similar to blackboard representations. For this reason teachers often will find the felt-

board the step that is needed with most children in moving from actual objects to more abstract presentations on the blackboard.

The type of drill work previously described can be varied nicely. It can be made appropriate to the season. A rabbit with 12 colored eggs can be used effectively around Easter time. Snowmen can be counted during the winter months. The apple tree previously described can have leaves as well as apples, or birds can "nest" in such a tree.

Small cutout houses can be used in much the same manner. "How many houses must we pass on the way to school if we go this way?" or "How many houses have one window, how many have two windows?" Use of materials in this way not only gives variety and effectiveness to drill work but makes learning easier and more lasting.

One of the most important characteristics of the feltboard is that it can be used in ways that fit any individual teacher's approach to subject matter, such as to basic arithmetic processes.

Teachers make felt cutouts to be used in their classes. Commercially made cutouts are satisfactory except for special purposes.

There is no "system" which one must follow when using the feltboard.

In this respect, it has much the same quality of flexibility as have the blackboard and the bulletin board. Although commercial cutouts, such as those referred to previously, are available at reasonable cost, the teacher also can cut out materials of her own with little difficulty.

FRACTIONS WITHOUT TEARS

In more advanced grades the feltboard also can make contributions in the teaching of other aspects of arithmetic. The understanding of fractional parts can be "put across" with the help of the feltboard. Because felt pieces not only will adhere to the feltboard itself but will stick on other felt pieces, children can actually see the difference in size between a fifth and a sixth of a given whole.

Such concepts as "a fractional part grows smaller as the denominator grows larger" are readily accepted by children when they can actually see that eighths of an item are smaller than sixths of the same item. With the feltboard medium, it is easy to visualize the equality of two-fourths and three-sixths. The teacher has little "explaining" to do. A child manipulating felt pieces and making two halves from different fractional parts teaches himself in the process.



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NS-7

Some misconceptions about fractions can be headed off by the use of felt cutouts of fractional parts. Squares cut into fractional parts in different ways (diagonally, in horizontal strips, or in squares) provide the teacher with an instructional tool that gives children an understanding of the fact that not all fractional parts, though of the same value, take the same shape. When only circular pieces are used, analogies of pie and cake cutting too often give the pupil the idea that all quarters are of the same shape.

In the field of reading readiness and reading, the imagination of the teacher is probably the only limiting factor in the use of the feltboard. The medium's contribution ranges from stimulating oral composition to the recognition of the concepts behind prepositions.

PREPOSITIONS EXPLAINED

One elementary teacher whom I have observed worked out a set of small animals and a scene consisting of a tree, a fence and a house. Pupils placed the animals in positions indicating the meaning of various prepositions she displayed.

In the same way, words that matched silhouette cutouts of a girl, a boy, a dog, a table, and a chair were used to help other youngsters understand concepts that lie behind these words.

The feltboard is an ideal aid for the teacher who wishes to stimulate oral expression on the part of pupils. When cutouts resemble or represent characters in some story familiar to the children, such cutouts will be a great help in getting pupils to tell the story or to comment upon certain incidents in the narrative. Original stories also can be worked out in this way. Boys and girls can make their

own cutouts or use silhouette figures that can be put on the feltboard as different phases of the story develop.

The feltboard gives the art teacher a new medium of expression. It is also an ideal demonstration device for her. Cutouts of art forms, such as circles, crescents, ovals, triangles and rectangles, can be used on the feltboard to develop pupil recognition of these shapes.

The feltboard also aids in developing color recognition in youngsters in the early elementary grades. Because felt is available in all primary and secondary colors as well as tints and shades of each, discrimination in color recognition can be pushed as far as the teacher believes feasible.

Such teaching can be done in a formal manner, if desired, by use of disks cut from a variety of colors of felt. This type of teaching, however, also can be effective when other approaches are used. One teacher uses a clown cut from felt who juggles balls of different colors. Whenever a child is able to name a "new" color, he is permitted to give the clown a ball of that color to juggle.

Another teacher has done somewhat the same thing in making a balloon man and giving children an opportunity to add balloons when a new color is either thought up or recognized from a set of colored felt disks.

The feltboard and a variety of odd shaped forms cut from felt will help many a pupil express himself, while the commoner drawing materials fail to do so. Some individuals mature slowly in their muscular coordination, and their attempts to express themselves artistically are frustrated because of their inability to control the pencil, crayon or paint brush they use.

In this respect felt materials have been used with a great deal of success by teachers in special education whose

responsibilities include the teaching of brain-injured children or others who have great difficulty in controlling their manual movements.

The ability of a child to adjust a piece of felt on the feltboard is a great stimulus to him in arranging some type of picture or pattern that he sees in his mind. Because the felt will not fall and may be adjusted on the board even though the hand trembles or is extremely jerky in its motions, it is an ideal medium for teachers dealing with such handicapped children.

The illustrations of using the feltboard that have just been given are in no way exhaustive. The feltboard is no more limited in its application to various types of subject matter than is the blackboard.

USED IN UNIVERSITIES

Although the feltboard seems to make greater contributions in the primary grades than it does on other school levels, university professors have used it successfully in lecturing on such subjects as the molecular structure of matter. Psychologists have used it for projective testing and psycho-drama work. It is ideal for coaches who wish to illustrate new formations or to check individual players on their positions in certain plays.

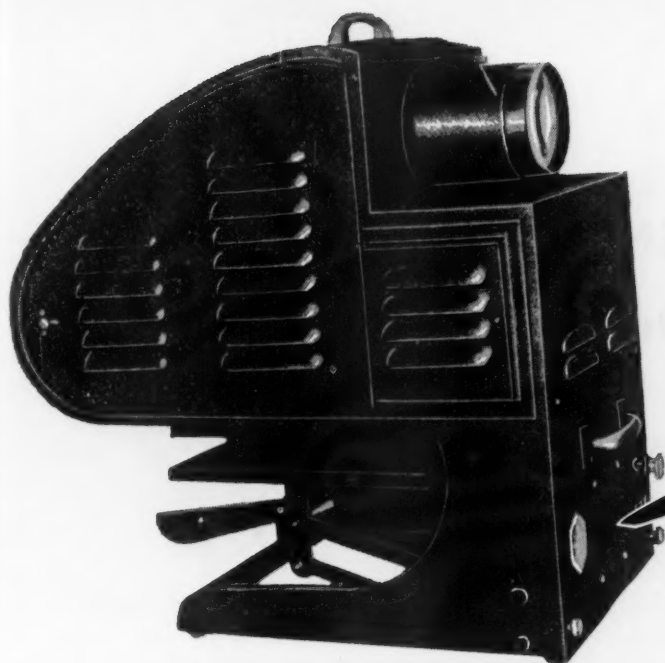
One of the ideal features of the feltboard is the reasonable cost of both board and material. The board itself can be constructed in any school shop or can be bought at a low price from commercial sources. The same is true of felt cutout materials. Because many of the commercially produced standard sets can be purchased at small cost, it is probably advisable that only those materials that have individual application and need should be designed and cut out by the individual teacher for her own class use.

The feltboard is no all-purpose tool. Neither is any other instructional device. However, when the feltboard is applicable, it is an aid to learning that stands second to none in its effectiveness.

The feltboard is simple and its cost is low, but the teacher who uses it will find its contribution to be greater than that of many pieces of costly mechanical equipment. She will discover that its use will help children learn faster and retain their knowledge longer. And, after all, are there any more important standards by which to judge a teaching tool?



Another use of the feltboard is in developing basic number concepts.



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The School Cafeteria

ESSENTIAL EQUIPMENT

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IRENE BURBA

Dietitian, Public Schools
Nashville, Tenn.

SCHOOL lunch program requirements for space and equipment should be understood by architects. Some who are designing school lunchroom departments have had experience with hospital and restaurant kitchens but none with school lunchroom designing. They do not appreciate the difference between a three-meal-a-day profit operation and a simple menu, one-meal-a-day, nonprofit school lunch program. Unless this is interpreted to architects, kitchen engineers, contractors and equipment salesmen, some costly mistakes will be made.

Care must be taken to arrange equipment for the greatest economy and efficiency, just as care must be exercised in planning the arrangement of the lunchroom in general. Wise planning will save on the amount of equipment needed. It is necessary to have enough equipment to do the job efficiently yet not to overstock the kitchen. We must not go haywire and buy every gadget on the market, but we must weigh carefully all the contributions of each piece we propose to buy to be sure we get full value and service. Let us discuss some of the more important pieces of equipment that make for an efficient working center.

The first piece of equipment needed in a school feeding program is a range. It should be well insulated and have a thermostatic control. These help save fuel and keep the kitchen more comfortable. The heavy duty uniform heat top range is preferable to the open burner type. Production of hot meals, on the spot, for time limited youngsters is easier when

correct cooking equipment is installed. Adequate space for roasting and baking is provided by sectional ovens; these sections are separately controlled, thus providing flexibility.

Steam jacketed soup kettles and vegetable steamers are excellent in modern school kitchens, enabling us to give the children vitamin-packed foods. An auxiliary heater is needed to ensure steam; otherwise these pieces of equipment cannot be used in spring and fall when the steam is off in the main boiler.

In addition to the dry storage space (which must be planned for and not added as an afterthought), refrigera-



tion is necessary. Perhaps this is one of our weakest points in equipping a cafeteria.

School lunchrooms have been poorly equipped to handle the quantities of milk, other dairy products, meats, fresh vegetables, and fruits which are emphasized in nutritionally balanced meals. Of course, the total amount of refrigeration depends on the number fed in the cafeteria and on the frequency of deliveries. A well insulated refrigerator with porcelain or enamel finish, inside and out, is most desirable.

When a 60 cubic foot box is needed, it is well to consider the advantage of a

walk-in, probably a 6 by 8 foot one. These newer boxes have a deep freeze compartment which is necessary because of the increasing use of frozen foods.

In school cafeterias, students carry their soiled dishes to windows where someone scrapes them and prepares them for washing. Mechanical dishwashers are becoming a *must* in school cafeterias because public health regulations are very specific about dish washing. Therefore, requirements for washing, rinsing and sanitizing should be checked before any installation is made. Facilities for maintaining proper temperatures of water must be provided.

Where a mechanical dishwasher is not possible, there should be a three-compartment sink with adequate work surface for scraping, stacking and draining dishes, plus hot water storage tanks. The work tables should be substantial in construction with smoothly finished nonabsorbent tops. They should be of a height that will permit proper posture of the worker. Linoleum, stainresistant metal, and hardwood with waterproof finish make good working surfaces.

One has a choice these days of various types of cooking equipment. Steel and heavy aluminum kettles and saucepans are safest and most desirable. Enamelware, especially if it is inexpensive, is not a good investment since it chips so easily. For cafeteria schools, a steam table for keeping the food hot is desirable, but, if the budget doesn't allow it or the number of students participating doesn't warrant it, a long counter, or a series of tables that permit an attractive, orderly display of food, is satisfactory.

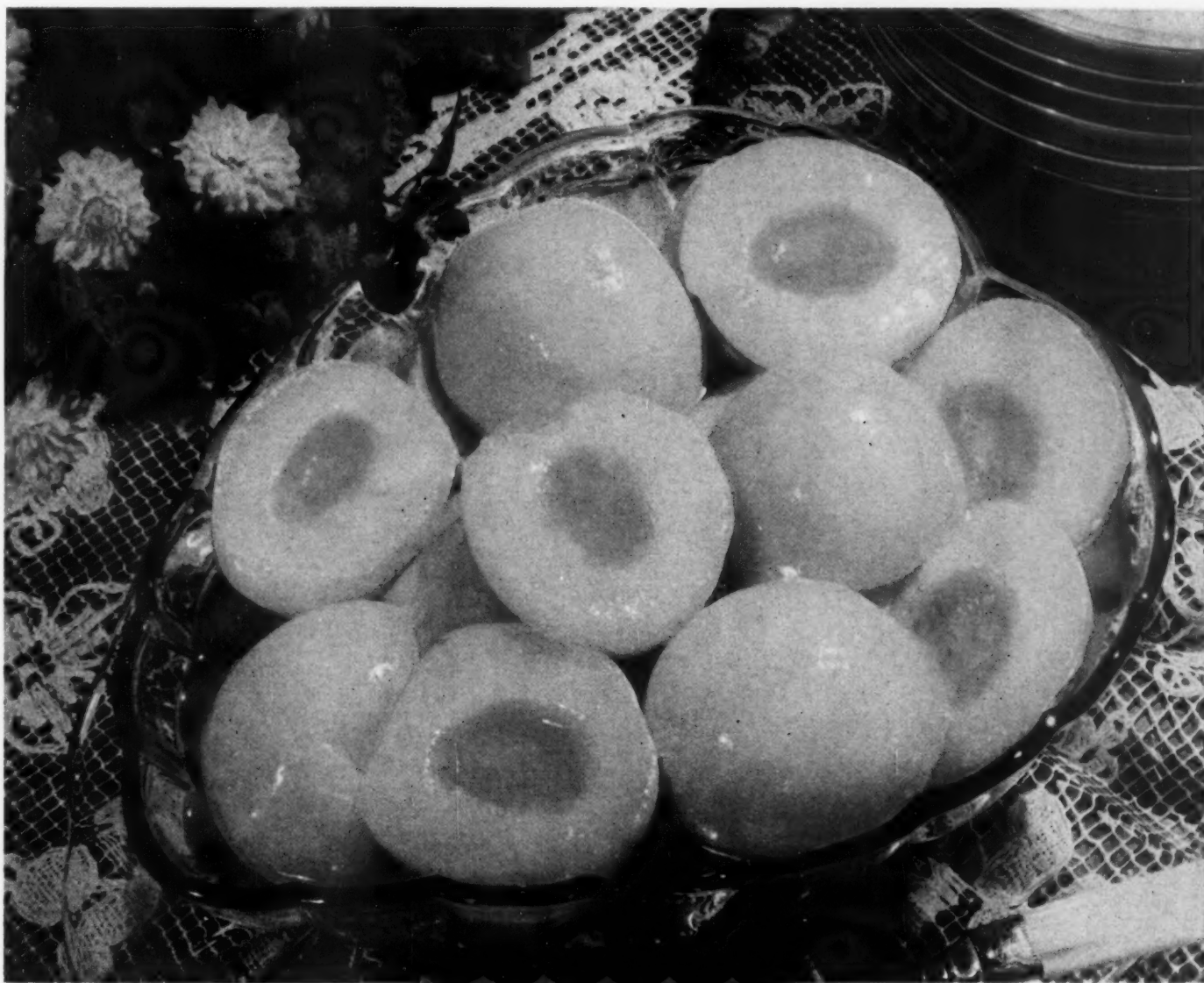
From an address at the American Gas Association Sales Conference, Nashville, Tenn.

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glasses and silverware will be thoroughly washed and rinsed in 3 minutes! Model UM-P comes equipped with combination racks (main illustration) for general use, but can be readily converted into a specialized glasswasher through the use of quickly interchangeable racks (inset above). These are free-standing and built-in models.

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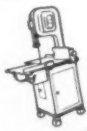
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LUNCHROOM IS A TEACHING LABORATORY

THE federal lunch program, conducted in many of the public schools at Haverhill, Mass., as in many other communities, is doing much to meet the lunch-time needs of many boys and girls who otherwise would not receive adequate nourishment at noon. Although several of our lunchrooms are open to all pupils, those who travel to school by bus and those who have no one at home to prepare a noon lunch are given first consideration.

With the administrative details of the lunch program efficiently operating to contribute to the physical well being of the children, the faculty recognized that, in addition, the lunchroom furnishes an excellent laboratory for a significant teaching situation. With this thought in mind, a committee composed of members of the Tilton School Health Council undertook a study to develop a set of guiding principles that would help teachers in all the city's schools utilize the lunch program as an educational experience.

This health council includes teacher representatives from each grade level, the school nurse, the school doctor, the principal, the building custodian, the home economics teacher, a parent, two pupils, the dental hygienist and, as consultants, various specialists from the state department of public health.*

Although this study covered the many details of the program, the council realized that for greatest effectiveness it must limit its suggestions to provide a concise and practical guide, subject to the adaptations of each classroom teacher at the various grade levels. It also recognized that its guide would in no way be conclusive but subject to revision as time went on and as new situations arose.

The following is a brief summary of its suggested guide.

Objectives

1. To provide a normal, harmonious atmosphere conducive to the development of healthful habits of eating and desirable social behavior.

*Woodbury, Roger M.: We Organize a School Health Council, *The Nation's Schools* 42:44 (October) 1948.

R. M. WOODBURY

District Principal, Tilton School
Haverhill, Mass.

2. To provide a real-life experience for applying health teachings.
3. To provide suggestions for adapting the lunch program as a health teaching unit at each grade level.

The following partial table of contents will help to give a general idea of the teachers' guide:

1. Procedure of the Noon Lunch
2. Classroom Guidance
3. Forming Desirable Eating Habits
4. Adapting the Lunch Program as a Health Teaching Unit.
5. Suggested Activities for Grades 1-6
6. Food and Nutrition
7. Morning Health Review
8. Suggested Activities for Grades 5-8

These units were adapted for use during the first five minutes of each

day, which is set aside in the Haverhill schools for discussions pertaining to health and safety and also for use during the health class periods.

Such supplementary material as poems, songs, playlets, audio-visual teaching aids (films, pictures, phonograph records, and radio programs) is suggested for utilization. In addition, these lunchroom topics and activities are readily correlated with many of the other classroom subjects. In other words this committee felt that instead of limiting such subjects as nutrition and table etiquette to the narrow confines of the lunchroom, every opportunity should be utilized to make them a continuing real-life experience.

Our committee is continuing to study and develop more ways by which the purposes of the lunchroom and the classroom can be joined to provide the most effective means of carrying out the aims of education.

FOOD FOR THOUGHT

New Preservation Process Meets Laboratory Tests

Sliced apples and green peas, preserved by dehydrofreezing, the new method of preserving fruits and vegetables developed at the Western Regional Research Laboratory of the U.S. Department of Agriculture, proved successful in the first extensive cooking and tasting tests, the laboratory reports. The dehydrofrozen apples made excellent pies. The peas, after cooking, tasted like cooked freshly shelled peas and were as good as the best frozen peas. After six and 12 months in storage at -10° F., the dehydrofrozen peas had kept their color, flavor and texture quite as well as had frozen peas.

Dehydrofreezing is still in the experimental stage and not yet in commercial use. It combines the advantages of the two older methods of

preserving food: dehydrating and quick freezing. The first step in the process is to remove much of the moisture from the fresh food to save weight and bulk in packaging. Then the food is frozen to hold its fresh qualities.

The moisture removed from foods in dehydrofreezing is restored by the water used in cooking.

Fruits and vegetables freeze more successfully after their moisture is reduced, the scientists find, because there is less breakage of their tissues from the large ice crystals which form when more water is present.

The smaller size and lighter weight of dehydrofrozen foods mean a saving all down the line from the shipper to the consumer. Cost of transportation is less, and the packaged foods take up less space in freezer cabinets.

PARTICIPATION: key to public understanding

SPEAKERS AT OHIO CONFERENCE CALL FOR NEW ATTITUDES AND METHODS IN PUBLIC RELATIONS

Think of Parents as Partners

CARL H. PORTER-SHIRLEY
Superintendent of Schools
Newport, R.I.

IT IS common knowledge among educators that educational progress during the last 30 years has been greater than during any other period of our history. Knowledge of how a child learns and the construction of a school program to conform to a pupil's learning powers have taken revolutionary strides during this period. Research in education has become so voluminous that educational specialists are now needed in almost every phase of the total school program.

Praiseworthy as this progress in education may be, it is a fact that the citizenry has little understanding of the educational advancements made. Moreover, understanding of the so-called newer education by lay people is likely to be misunderstanding.

NEED TO APPLY PROCEDURES

In many instances, these new advancements in education still have to be applied. Few schools and fewer school systems have adopted procedures that enable every pupil to learn according to his capacity, interests and needs. Few school systems are providing adequately for individual differences among all students in Grades 1 to 12. To do this may require a complete reorganization of many school systems—a reorganization which at best could be done successfully only if all in the community understand the problem completely.

The lack of public understanding of educational problems, procedures and needs is largely the fault of all who are connected with education. Educational policy is determined eventually by all citizens, and whether good

or poor educational policy is adopted in each community depends to a great extent upon the understanding of its citizens. Execution of educational policy must be evaluated by citizens so that they can determine the desirability of future educational policy.

Of prime importance is a change of the attitude of school personnel toward the public. It is not enough just to do our work well. This work must be interpreted to the public and particularly to parents. Newer advancements in teaching make such interpretation necessary.

These advancements then call for a new attitude on the part of all personnel in education toward public understanding. Progress in our profession has been kept hidden, not willfully but because we have been through busy times, thinking that people have well understood the educational advancements through the medium of newspapers, school reports, P.T.A. meetings, and educational talks. On the whole, we have overestimated the ability of the public to keep abreast of the rapid changes and the progress made in education through ordinary means of reporting.

It is important that all the school personnel devote more time and effort to obtaining public understanding of the school program. Teachers must work together to attain a unity of purpose and to determine common educational goals and objectives before adopting a plan to obtain greater public understanding of the total school program. Finally, school personnel in developing a public relations program must think of lay people, particularly parents, as partners in the determination and conduct of the school program.

To attain greater public understanding of the determination and conduct of the school program means a more extensive use of democratic procedures in teaching and in the administration of schools. Democratic processes must permeate throughout all phases of the school program before we try to use democratic procedures to obtain "public understanding."

To obtain good participation is at best a difficult process. Much as we may dislike to admit it, there is much to learn about the procedures and technics of democratic processes in school matters.

PARTICIPATION IMPORTANT

Participation in the planning stages is the key to democratic processes in education whether it is in the actual teaching, in the revision of curriculums, or in persuading school personnel to cooperate to obtain greater public understanding. It can spell the difference between evolutionary and revolutionary tactics, and it may mean the difference between success and failure.

Businesses in their public relations program and in their advertising constantly refer to the goodness of their products. Should not the school personnel, in determining a way to greater public understanding, make more reference to its product, namely, the progress, growth and development of the individual pupil?

Today in education, great emphasis is placed on the progress, growth and development of the individual pupil. Our job is to analyze his capacities and talents, his interests and goals, to adopt a school program to teach that which is best for him as an individual, and at the same time to give instruction in such a way that he becomes a valuable member of our society.

The foregoing is the everyday job of classroom teachers. The way they do it, the amount of time and effort

From addresses given at the Conference on Educational Administration at Ohio University, June 30 and July 1.



1

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4	6 Ft. 7 In.	2 Ft. 0 1/4 In.	3 Ft. 9 In.
5	8 Ft. 5 In.	2 Ft. 3 1/2 In.	4 Ft. 6 In.
6	10 Ft. 3 In.	2 Ft. 6 1/2 In.	5 Ft. 3 In.
7	12 Ft. 1 In.	2 Ft. 10 1/2 In.	6 Ft. 0 In.
8	13 Ft. 11 In.	3 Ft. 1 1/8 In.	6 Ft. 9 In.
9	15 Ft. 9 In.	3 Ft. 5 In.	7 Ft. 6 In.
10	17 Ft. 7 In.	3 Ft. 8 3/4 In.	8 Ft. 3 In.
11	19 Ft. 5 In.	3 Ft. 11 3/4 In.	9 Ft. 0 In.
12	21 Ft. 3 In.	4 Ft. 3 1/2 In.	9 Ft. 9 In.
13	23 Ft. 1 In.	4 Ft. 6 1/2 In.	10 Ft. 6 In.
14	24 Ft. 11 In.	4 Ft. 9 1/2 In.	11 Ft. 3 In.
15	26 Ft. 9 In.	5 Ft. 1 1/4 In.	12 Ft. 0 In.
16	28 Ft. 7 In.	5 Ft. 4 3/8 In.	12 Ft. 9 In.
17	30 Ft. 5 In.	5 Ft. 8 In.	13 Ft. 6 In.
18	32 Ft. 3 In.	5 Ft. 11 3/4 In.	14 Ft. 3 In.
19	34 Ft. 1 In.	6 Ft. 2 3/4 In.	15 Ft. 0 In.
20	35 Ft. 11 In.	6 Ft. 6 1/2 In.	15 Ft. 9 In.

* Dimension includes 4 1/2 in. space between top seat and wall.
 ** Height in open position same as closed. For Bleachers higher than 20 Rows write for complete details and dimensions.

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they give to it, and the interest and sincerity they show are largely concealed from the public and most of the time from the parent. The teaching profession is proud of the prod-

uct of its work. Then let us use our product, the growth, development and progress of the individual child, as a way to public understanding of the school program.

Administrator Shares Responsibility

E. E. HOLT

Superintendent of Schools
Springfield, Ohio

THE ATTITUDE THE SUPERINTENDENT takes toward the responsibilities attached to his position certainly will have a great deal to do with the manner in which the school functions. If he looks upon the school in which he is employed as his school, if he talks about "I" and "me" and "mine" in relation to that school the chances are that he will not have good public relations, certainly not as good as he might have.

If he looks upon the school with a high degree of "we-ness," by which I mean he looks upon the school as an institution in which all of the people who are affected by its operations share the responsibilities according to their relative ability to contribute to the solution of problems, then the chances are that he will have good public relations. The staff and the students certainly respond better to the administrator who shares with them and invites them to share with him a consideration of the possible solutions to the problems that are common to the school.

A public relations program that is continuous does not have to be stepped up to great heights, and great emotional appeals do not have to be made periodically in order to gain approval of measures presented on the ballot.

Active public relations would dictate that the schools learn from graduates and former students who have not been graduated how the schools could more effectively help students gain an adequate education.

We need to avail ourselves of the opportunity of pooling the support, the interests, and the suggestions of all groups within the school district that are concerning themselves or would be willing to concern themselves with the school program. It may be that such contacts should be developed through an organized school advisory committee. It may be that the contacts in some instances should be directly between the school staff and the individual organization interested in some phase of the school program. No particular plan is best in every situation, it will be found.

About corporation executives we often heard the following comments: they are undemocratic; not interested in public welfare; are dictatorial; don't care about their employees and ignore the public. How often have we heard criticisms worded differently but to all purposes the same about lay and professional school leaders?

There are certain conclusions that should be known by all public schoolmen. Here are a few of them: School directors must know their functions better than in past years and perform them in a satisfactory manner; the public must know what these functions are and respect school directors for the way in which they operate; professional leaders—by that I mean superintendents and principals—must examine carefully their responsibilities and carry them out so they are publicly understood.

This will mean research, studying what research means, and administering a school program along the lines indicated by facts. Parents and the public have the right to know detailed facts about the operation of our public schools. The "climate" in public education is not one of secrecy in the leadership area but one of democracy, friendliness, understanding and cooperation, all of which add up to good human relations.

The relationship between the superintendent and the school board is necessarily close, but at the same time a very fine line divides the two. It is important for school directors to know where their duties begin and end and for the superintendent to know where his duties and responsibilities lie.

It is not the superintendent's function to "run" the school board, and it is not the board's duty to operate the schools. The duty of a corporation director is to function at a directors' meeting. A school board member has little power except at board meetings. It is the duty of the executives—the superintendent and others—to carry out policies approved by school boards. Such conditions will lead to satisfied students, and they lead to enthusiastic parents who, in turn, back our schools and assure proper financing.

Public school leadership, like leadership in business, is a restless occupation. Study or research, imagination, independent thinking, action and good human relations produce better schools. Part of the problem also will be better communication between teachers and school executives.

No Place for "Stuffed Shirts"

JOHN C. BAKER

President, Ohio University

SINCE 1932, A REVOLUTION HAS OCCURRED in American business. Few leaders now remain in positions of power who were in charge of our economy 15 years ago. A similar revolution may now be brewing in public education.

The very same need for research and understanding leadership exists in education today that existed in business almost 20 years ago. A close analogy can be drawn between school directors and corporation directors and between school superintendents, prin-

cipals and their assistants and corporation executives. Both groups are responsible to society for the functioning of their organizations.

The men who represent lay and professional leadership in our public schools could examine with profit the criticisms leveled at business leaders over the last 20 years. Here are a few of the criticisms: Directors are "stuffed shirts"; they don't know their jobs; they act on problems about which they know very little; they "feather their own nests."

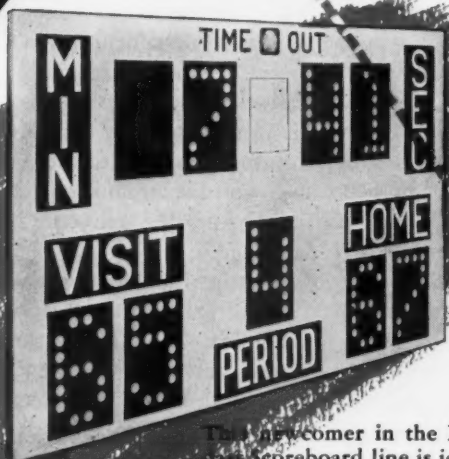
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NEWS IN REVIEW

"Charter of Public Education" Formulated . . . Nothing Settled on Federal Aid . . . N.E.A. to Meet in St. Louis in 1950 . . . Subcommittee Reports Favorably on School Construction Bill . . . McGrath Doubts Value of Teacher Loyalty Oaths

Superintendents Write "Charter of Public Education"

NEW YORK.—Education must increase its efforts to perpetuate the American way of life and to help maintain world peace, according to a "charter of public education" formulated by 35 superintendents who attended the eighth annual Teachers College Work Conference for School Superintendents at Columbia University. Chairman of the conference was Paul R. Mort, professor of education at Columbia.

The charter pointed out several "paths to democratic security" through "directed education." It called for a vitalization of the local control of schools by a more "active participation of citizens."

The charter demanded that "the problems of race, color and minority be solved," that Communists not be employed as teachers, and that new devices in education be discovered "in order to conserve human values and community resources."

The superintendents urged that teachers' salaries be raised "to the point where a larger number of able people will seek to enter the profession." They warned that "large classrooms and adequate sites are imperative in a modern educational plant."

"Showdown" Committee Meeting on Federal Aid Settles Nothing

WASHINGTON, D.C.—The long scheduled "showdown" meeting of the entire House committee on education and labor finally took up the question of federal aid to education on August 2. It settled nothing.

The meeting, long delayed by Chairman Lesinski, was demanded by a determined group of Democrats who wanted a clear-cut decision on federal aid to education at this session. Some insisted that the full House committee should give Rep. Barden, chairman of

the subcommittee on education, the courtesy of submitting the highly controversial Barden bill, approved in subcommittee by a vote of 10 to 3.

In the August 2 meeting, however, rulings by Chairman Lesinski prevented Mr. Barden from presenting his report. Instead, the committee considered two major motions:

By Rep. Howell, a suggestion to approve and report to the House the Taft-Thomas bill passed by the Senate. This motion lost 14 to 11.

By Rep. Kennedy, a suggestion that the entire federal aid question be deferred until next year. This motion was defeated 13 to 12.

"Federal aid to education is dead, but they refuse to bury the corpse," said one Congressman emerging from the stormy two-hour committee session.

Meanwhile, Rep. Sims is circulating among members of Congress his discharge petition requiring 218 signatures. This instrument would pry loose the Thomas-Taft bill from House committee control. Chances have faded for favorable action through regular committee channels.

Film Is World Language, Audio-Visual Groups Told

CHICAGO.—"One can listen with deaf ears, but no one can look blindly at a motion picture," declared Mortimer J. Adler, University of Chicago professor and leading exponent of the Great Books course, at the annual meeting of the Film Council of America in Chicago, July 30. He pleaded strongly for wider use of the informational film to unite all mankind in a world community, stating that "the film is the one and only international language."

At the same meeting, Homer P. Rainey, president of Stephens College, Columbia, Mo., listed three dynamic reasons for audio-visual education: (1) films teach things much more effectively and forcefully; (2) a vast percentage of people have to have concrete symbols around which their thoughts can revolve; (3) if we are to achieve world unity, a common basis for communication and understanding must supplant the slower processes of education.

The Film Council of America was one of five groups participating* in the third (Continued on Page 72.)

Washington at a Glance

WASHINGTON, D.C.—U.S. Commissioner of Education McGrath has a "strong personal belief" that public schools should give more attention to fine arts. He has set up a committee to explore possibilities for the introduction of fine arts in schools. . . . The United States will be able to increase its expenditures for education 30 times over during the coming century, the Brookings Institution on economic research predicts. . . . American cities and towns will receive 116 British, French and Canadian exchange teachers during 1949-50. . . . The N.E.A. will observe its 100th birthday in 1957, and already its officials are thinking about

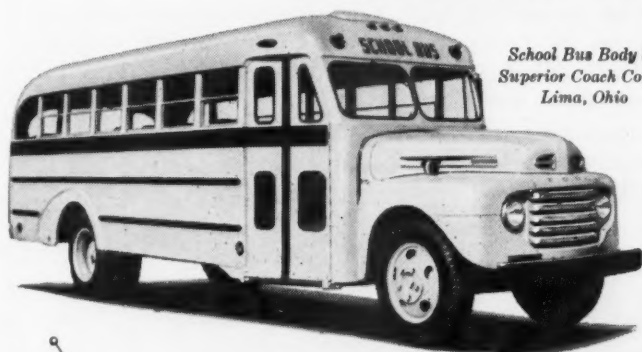
their "centennial action program."

The nation's degree-granting institutions conferred 430,000 degrees during the year ending June 30, 1949—a record in American education. Breakdown: 375,000 were bachelor's degrees; 50,000 master's; 5000 Ph.D.'s. . . . "I Speak for Democracy" will again be the subject of a speaking contest for high school students during National Radio Week, October 30-November 5. . . . A watchdog group to protect interests of public schools training veterans—the Council for Cooperative Action on Veterans Education—has been organized by four national educational associations.

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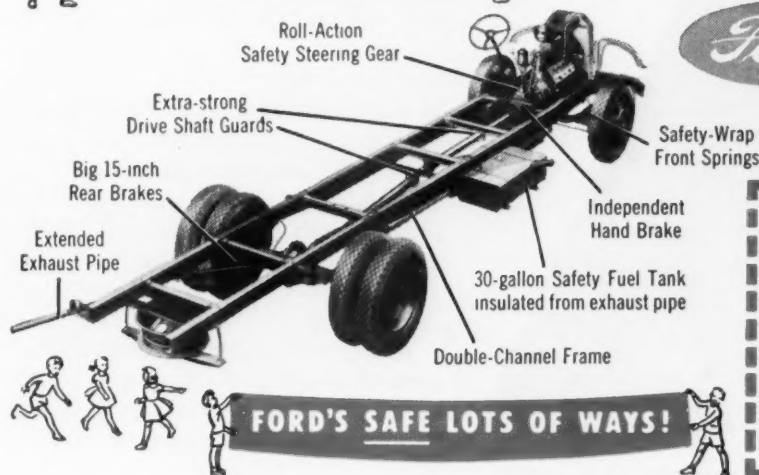
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NEWS...

coordinated convention and trade show in the field of audio-visual communication. Others were the State Directors of Audio-Visual Education, the Educational Film Library Association, the Midwest Forum on Audio-Visual Aids, and the National Association of Visual Education Dealers. They met July 29 to August 3.

Other features of the conference were a televised film forum and telephone broadcast reports from Paris and from Ontario.

Among those who spoke from Paris was Dr. Edgar Dale, director of the bureau of educational research at Ohio State University, who is attending the UNESCO conference on mass communications. Comparing UNESCO's purpose to the cooperative use of films in the United States to improve the quality of living, he explained: "We (UNESCO) are trying to help people of the world get in touch with one another by film, by radio, by printed materials, by exchange of professors and students. We

are trying to see that good ideas on health, science, education and culture are distributed throughout the world."

For the greatest contribution through effective use of films in the community during the last year, the first annual Film Council of America Reagan Memorial Award was presented to the film council at Atlanta, Ga.

McGrath Doubts Effectiveness of Loyalty Oaths

WASHINGTON, D.C.—Laws and directives requiring teachers to swear they are not Communists are of doubtful effectiveness, says U.S. Commissioner of Education Earl J. McGrath.

In the first statement of policy from a government education official on teacher loyalty oaths, Dr. McGrath said that such oaths do not assure that schools are safe from the inroads of Communist ideas.

"The greatest danger to the future of education in America, and to the American way of life, is that in our efforts to avoid the spread of Communistic doctrines we may turn this nation into a police state, with many of the traits we abhor in totalitarianism," Dr. McGrath said.

"Any action of the public which interferes with freedom in the classroom will tend to intimidate many teachers and to destroy their effectiveness. Many good teachers would leave the profession. It will stultify education, dull the minds of students, and will make education the tool of a thought control no less vicious than that of totalitarian states."

Dr. McGrath indicated that the best defense of democracy lies in encouraging teachers to stress the ways of democracy and contrast them with the ways of totalitarianism.

He said that his office is aiding this effort by pointing to successful school practices which promote good citizenship and zeal for democracy.

List Readings in Field of Labor-Management Relations

URBANA, ILL.—Selected readings in the field of labor-management relations for high school students and teachers are listed monthly by the College of Education and the Institute of Labor and Industrial Relations at the University of Illinois.

Articles and pamphlets are chosen for their availability in high school and public libraries and also to represent balance among the various points of view.



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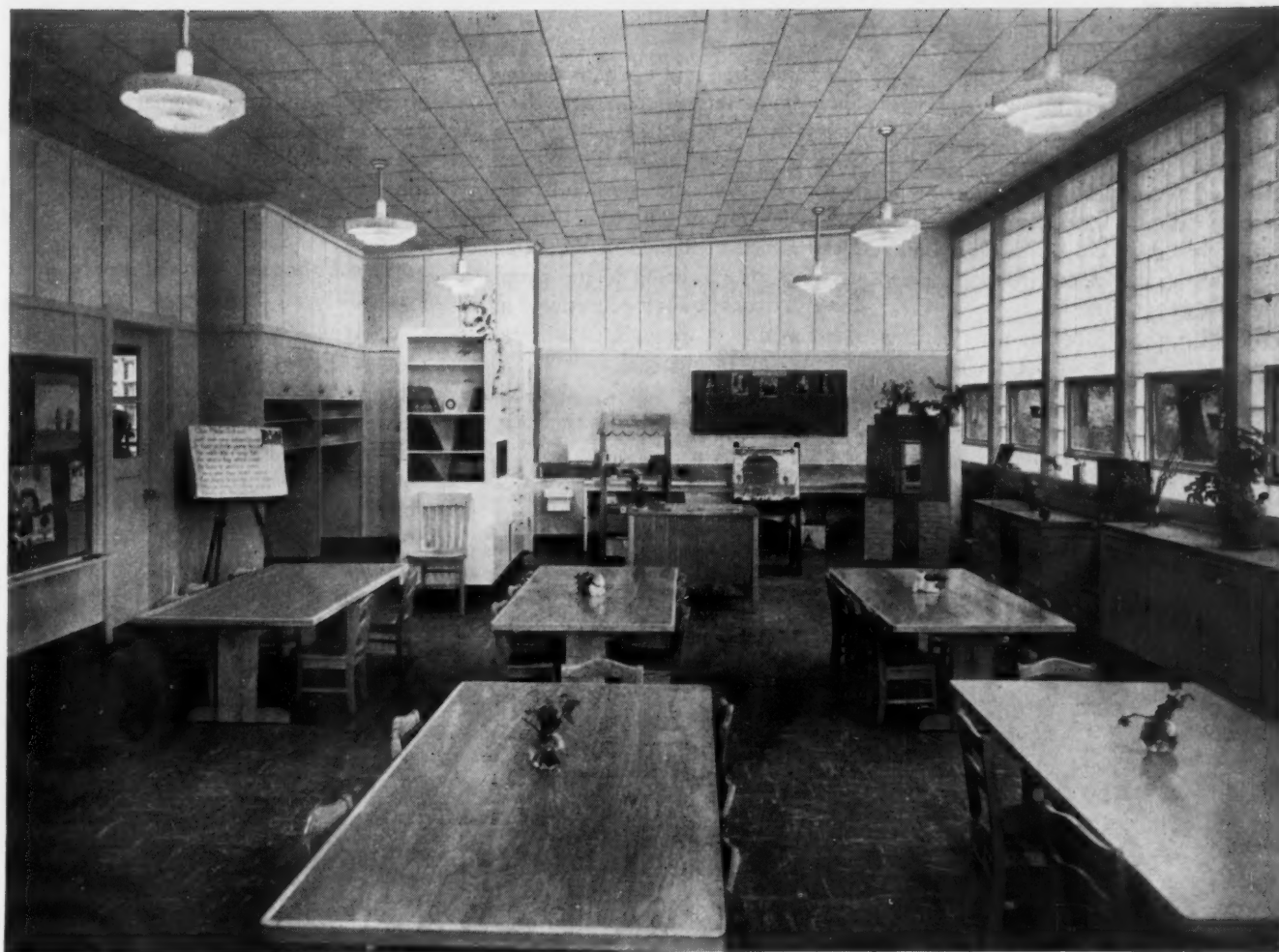
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Photograph of O'Brien Grade School, Portland, Oregon, illustrates uniform illumination provided by Insulux.

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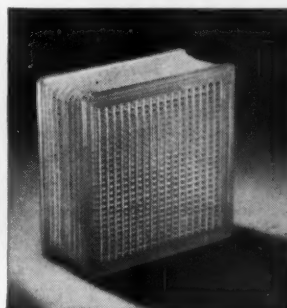
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Exterior view of O'Brien Grade School shows pleasing appearance of Insulux panels in combination with eye-level clear glass, for vision out and ventilation. Architects: Freeman & Hayslip, Portland, Oregon.



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NEWS...

Old Iowa Chautauqua Has Audio-Visual Version

IOWA CITY, IOWA.—An Iowa Film Chautauqua, designed to combine the best of adult education and recreation as grandfather knew it with modern audio-visual methods, was held at Gulf Point State Park Lodge, Lake Okoboji, Iowa, July 25 through July 29.

As in the old Chautauqua, visiting experts talked on topics of their choice during the five days. There were music, films, discussions and lectures. Every-

thing was free and open to the public. Sponsors of the program were the Iowa State Conservation Commission and the State University of Iowa through its extension division and lakeside laboratory.

The purpose of Film Chautauqua, said Dean Bruce E. Mahan of the extension division, was to bring to the people of Iowa "a dynamic adult educational movement which is thought provoking, enriching and inspiring."

The customary "under the canvas" procedure used in Chautauqua was fol-

lowed as closely as possible: 10 minutes of recorded music; a popular lecture delivered by a visiting expert on some scientific, social, business or political subject; selected illustrative films, and an open discussion.

Senate Subcommittee Reports Favorably on Construction Bill

WASHINGTON, D.C.—Senator Humphrey (D.-Minn.), chairman of a special subcommittee on school construction, announced that his subcommittee (including Senators Murray, Hill, Aiken and Morse) has agreed to report favorably to the Senate committee on labor and public welfare a school construction bill drafted by the group after a series of public hearings.

"This country is facing the worst school housing crisis in its history," Senator Humphrey said. Reflecting Congressional concern for this crisis, 40 bills seeking federal help for school construction have been introduced during this session. After considering the different bills and policies involved, the subcommittee prepared its own bill which "contains the best features of all bills introduced."

Title I of the school construction bill authorizes \$5,000,000 in grants to states for surveys of school building needs and for developing over-all state plans for school construction.

Title II establishes a long-range administrative pattern of federal-state-local relationships. A distribution formula would entitle states to federal allotments ranging from 40 to 60 per cent of the total cost of the school construction program in the state, the remainder to be carried by state and local funds. Federal grants will be in inverse relation to the state's per capita income as determined by the Department of Commerce.

The bill authorizes but does not appropriate money for construction. When and how much money is to be made available is left to Congress, presumably to the appropriations committees of both Houses.

Title II also calls for federal grants to school districts overburdened with school enrollments resulting from war and federal activities. Grants would go directly to the districts, by-passing state departments of education. This provision is for 1949-50 only. A special appropriations bill would be necessary to carry out this proposal.

Title II also provides for allotments to state educational agencies for grants to



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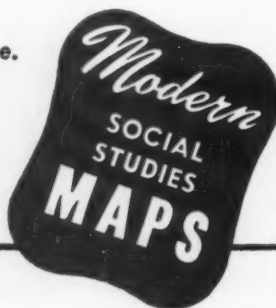
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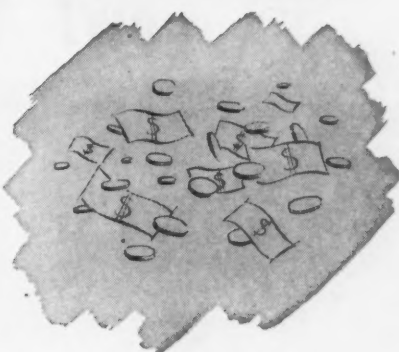
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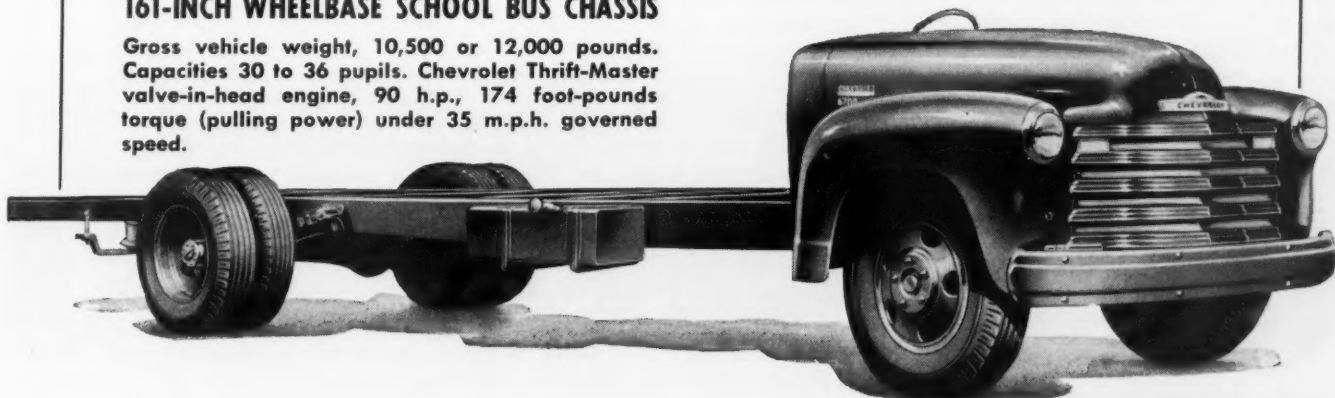
161-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 10,500 or 12,000 pounds. Capacities 30 to 36 pupils. Chevrolet Thrift-Master valve-in-head engine, 90 h.p., 174 foot-pounds torque (pulling power) under 35 m.p.h. governed speed.

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NEWS...

school districts to prepare drawings and specifications for schools to be erected during the next five years. "This may become an important phase of the program, should there be a general economic decline," Senator Humphrey said.

The bill names the commissioner of education as the federal official to administer the act, under direction of the federal security administrator. The bill requires agreements between the federal security administrator and the administrator of general services whereby the commissioner of education will use the services of the General Services Administration (formerly Federal Works Agency) "whenever the use of such services is in the public interest."

Study Shows 708 Schools Sponsor Religious Education

WASHINGTON, D.C.—In response to a questionnaire, 708 public school systems reported to the National Education Association that they sponsor some type of religious education through the public schools.

In this same study, 1621 replied they had never been involved with religious education, and 310 replied that they had recently given up religious classes after a short trial.

Among the 708 school systems offering religious education today, the most popular form consists of releasing individual pupils to attend religious classes away from public school but with public school officials keeping a record of attendance. This type of program is maintained in 35 per cent of the 708 school systems.

Second in frequency (in 33.1 per cent of the schools) is the scheme under which pupils are released to attend classes away from school, with the school keeping no record of attendance.

Third commonest form of religious education (in 15.3 per cent of the schools) consists of formal church classes held in public schools during school hours.

In addition, 8.3 per cent of the schools combine some degree of official public school participation; 4.2 per cent provide shortened school sessions on a given day and all pupils are dismissed early, the school assuming no responsibility as to whether pupils go to church schools or not, and 4.1 per cent hold religious education classes in school buildings after regular school hours but with no official public school participation.

The six patterns of religious education are described in detail in an N.E.A. leaflet, "The Status of Religious Education in the Public Schools." Single copies are available from the N.E.A., 1201 16th Street, N.W., for 25 cents.

Workshops Develop Program of Economic Education

EAST LANSING, MICH.—More than 75 Michigan educators, secondary school administrators and businessmen met with governmental and business authorities at Michigan State College's first economic workshop August 1 to 19.

Built around the idea that economic and social problems of our society are becoming increasingly complex and crucial, the workshop was designed to develop a program of economic education at the community level.

An economic workshop was held for the first time last year at New York University. This year, three workshops, sponsored by the Committee for Economic Development, Washington, D.C.; the Joint Council on Economic Education, New York, and the colleges concerned, were scheduled.

One was held at New York University, another at the University of Minnesota, and the third was sponsored jointly by Michigan State College, the Michigan Department of Public Instruction, and the two national organizations.

History of Comics

ALBANY, N.Y.—"Twenty Thousand Years of Comics" is the title of an exhibit which was held at the State Education Building here. The exhibit is designed to show both the background and the problem of comics.

Mary B. Brewster, associate state librarian, in commenting on the exhibition, declared that it is hoped that "by setting comics in a larger perspective it will be possible to see whether there are points in their favor as well as against them."

Comics must be considered as "a force which exists and which will continue to exist no matter what proposals may be made to abolish them. Considering their universal appeal, perhaps we should give more attention than we have done to their potential value," Miss Brewster declared.

"Working with rather than in opposition to the publishers, we may be able to give the comics artistic appeal, which they lack at present, and help them do a better job of educating both children and adults."

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Installing PC Foamglas on the roof of St. Mary's Academy (owned and operated by the Sisters of Mercy), Bay View, East Providence, R. I. Architect: Samuel M. Morino.

● Maintenance, repairs and replacements can raise insulating costs sky-high—unless you choose the efficient, the economical, the longest-lasting insulating material. That is why so many school boards specify PC Foamglas on all insulating jobs. For PC Foamglas, when installed according to our recommendations and specifications, needs no maintenance, repairs or replacement, retains its original insulating efficiency *permanently*.

Foamglas is true glass, millions of glass-enclosed air bubbles, solidified into strong, rigid blocks. In this cellular structure lies the secret of its insulating efficiency, its ability to retard heat travel into or out of a school building, to help maintain desired temperature levels. That means important savings in heating and air-conditioning costs.

Many schools have been insulated the first time for the last time with PC Foamglas. When you are figuring on insulation for school roofs, walls or floors, be sure you have the latest information on PC Foamglas. You will find it in our current booklets. Just send in the convenient coupon and your free copies will be mailed promptly.

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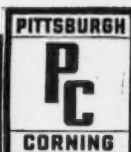
The entire strong, rigid block is composed of millions of sealed glass bubbles. They form a continuous structure, so no air, moisture, vapor or fumes can get into or through the Foamglas block. In those closed glass cells, which contain still air, lies the secret of the material's permanent insulating efficiency.

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NEWS...

Conference to Review Progress of Life Adjustment Education

WASHINGTON, D.C. — The progress which life adjustment education for secondary schools has made during the last year will be reviewed at a conference scheduled for October 10 to 13 at the Office of Education in Washington. The conference will be sponsored jointly by the Office of Education and the Life Adjustment Education Commission, headed by Benjamin C. Willis, superintendent at Yonkers, N.Y.

Invitations have been sent to all state departments of education and to high school executives who have shown an interest in promoting the life adjustment education philosophy.

One purpose of the conference is to encourage more "cooperating high schools" to embrace the life adjustment education philosophy. A beginning has been made in about a dozen states where selected "cooperating high schools" are seeking ways to eliminate traditional courses of study which do not meet the

need of youth and to introduce a curriculum emphasizing health, family life, guidance, work experience, and citizenship.

N.E.A. Bars Communists; to Meet in St. Louis in 1950

BOSTON. — N.E.A. members voted that members of the Communist party be barred from teaching positions, disapproved of loyalty oaths, called for early action on federal aid to education, and urged Congress to create an independent U.S. Office of Education at their meeting here July 3 to 8.

Andrew D. Holt, executive secretary of the Tennessee Education Association, Nashville, was elected president of the association. Dr. Holt formerly taught at Humboldt High School, Humboldt, Tenn., was principal of the training school and director of teachers training at West Tennessee State College, now Memphis State College, at Memphis, and was supervisor of high schools for west Tennessee and professor of education at West Tennessee State College.

He served for three years as chairman of the joint N.E.A.-American Legion committee and for the last year has been first vice president of the N.E.A., serving on both the executive committee and board of directors.

A resolution passed by the representative assembly said: "... Members of the Communist party shall not be employed in the American schools. . . . Such membership and the accompanying surrender of intellectual integrity render an individual unfit to discharge the duties of a teacher in this country. At the same time we condemn the careless, incorrect and unjust use of such words as 'Red' and 'Communist' to attack teachers and other persons who in point of fact are not Communists but who merely have views different from those of their accusers. . . ."

Another resolution said: "... The association urges that Congress take early favorable action on federal aid to public education. Such aid should be given without federal control to public elementary and public secondary education in every state, territory, possession and the District of Columbia. The association recommends that federal funds be made available to assist the states in meeting



A. D. Holt

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Pitcher School, Detroit, Michigan. Bradley Wall-Type Washfountain Installation.

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Bradleys provide the finest in health protection with automatic FOOT-CONTROL, self-flushing bowl and easy-to-clean sprayhead. Each student is provided with an individual ever-clean spray of pure running water and hands are kept free from contagious faucet or washbasin contacts.

Bradley Washfountains come in 54" and 36" circular models serving 10 and 6 students respectively and in two sizes of semi-circular models for 3 or 5 students. Illustrated Catalog 4701 gives full information on the complete Bradley line.

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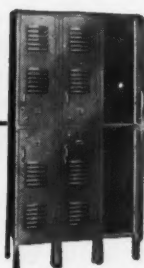
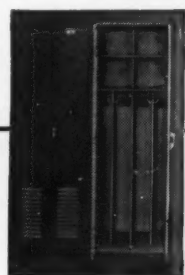
Like thousands of their fellow students, Jane and Martha first met Berger Steel Lockers in kindergarten, and will use them constantly all through college and graduate school . . . in classrooms, corridors, gymnasiums, field houses, laboratories, workrooms, shops and offices. Berger serves the educational world at all levels—with the finest in school storage equipment, plus complete engineering and installation assistance. Whether you're planning new construction or adding to your present facilities, look to Berger, the leader, for the best answer to all your school storage problems.

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NEWS...

the immediate needs of public school housing. . . ."

The association also urged "the upward revision of standards of eligibility, preparation and certification of school administrators."

Choice of St. Louis as the site for the 1950 assembly was attacked by some delegates who asserted that Negro teachers could not get adequate restaurant or hotel facilities there.

An overwhelming majority of the 3000 delegates voted to instruct the

board of directors to reconsider plans for holding the convention in St. Louis.

Officials explained that they had chosen St. Louis because no other city had made its facilities available. A delegate from Pennsylvania then arose to read a telegram she had received from Philadelphia inviting the delegates to meet there next summer.

At an all-night post-convention meeting the board of directors reaffirmed its decision to hold the convention in St. Louis.

Textbook Investigation May Be Dropped

WASHINGTON, D.C. — Public school systems and individual high schools have been "most cooperative" in submitting lists of textbooks requested by the House un-American activities committee, a spokesman for the committee claims.

The committee now must decide whether it is "feasible and advisable" to analyze a sampling of the textbooks for subversive ideas or whether the project should be dropped. Such a decision is not likely to come until after January 1950. The committee is at present investigating Communist influence on minority groups in the country.

Observers predict that the committee will attempt to sidestep the textbook investigation. This view is prompted by the fact that many of the textbook lists were accompanied by sharp letters of protest from school executives, who charged that federal investigations of education will not be tolerated by the public. Committee spokesmen also have indicated privately that Congress does not have the staff of scholars to read and analyze the textbooks that have been accused of containing Communist "propaganda."

Child Psychologist Urges Use of Sex Films in Schools

NEW YORK.—Children of both sexes who have seen a recently produced 16 mm. film on sex education have responded with "a dignified, calm and casual attitude," according to Dr. Ruth Bochner, child psychologist, who has screened the film for high school students in New Rochelle, N.Y.

Dr. Bochner, who is the mother of three children, addressed a meeting of the New York Film Council. Parents help to create a problem about sex education, she said, through ignorance, embarrassment and a desire to give "the shortest possible answer."

Consequently, she added, the schools must take over the problem to a great extent, which means that teachers must be prepared to answer children's questions and to guide discussion. She considers such a film as the McGraw-Hill "Human Reproduction" of great help to teachers and students.

"I believe," Dr. Bochner said, "that the frequent charge that such films neglect the spiritual element touching sex is a spurious question. The inherent integrity of the persons who are teaching takes care of the spiritual factor."



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Because of their beautiful wood faces, Weldwood Fire Doors harmonize perfectly with any decorative scheme.

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Weldwood Fire Doors are so dimensionally stable that we guarantee them against sticking in summer or rattling in winter due to any dimensional changes in the door.

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The mineral composition core used in Weldwood Fire Doors is permanently resistant to fungus, decay, and termites.

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Another noteworthy characteristic of the core is its high insulating value over a wide range of temperatures. It is efficient against temperatures from freezing up to that of superheated steam.

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Investigate these doors for use on your next job. You will be pleasantly surprised at the low initial cost, and the minimum of maintenance required.



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EDGE BANDING
Of fireproofed Birch hardwood matches the faces.

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Strong, light, fireproof material. Great dimensional stability.

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NEWS...

Conference Urges Recognition for Elementary Teacher

DURHAM, N.H. — The elementary teacher must receive more recognition, far more than she has received in the past, delegates to the National Conference on the Professional Growth of Teachers in Service decided.

The conference, sponsored by the National Commission on Teacher Education and Professional Standards of the National Education Association, was held June 29 to July 2 at the University of

New Hampshire. Representatives of state education associations, state departments of education, teacher education institutions, national professional organizations and some lay organizations attended the meetings.

Among the reasons teachers prefer the overcrowded high school field, the conference suggested, were the differences in salary and the fact that the community gives high school teachers more prestige, greater standing, and more respect. Many school systems still retain the unofficial

"caste" system in which the elementary teacher is at the bottom of the educational scale.

The delegates urged that the positive, constructive aspects of the democratic way of life be stressed in classrooms and that teachers and administrators practice democracy in the schools.

They maintained that federal aid to schools is essential.

Maurine Walker, a high school teacher at Waco, Tex., in the keynote address called upon teachers to come to grips with the issues confronting society and to take their places as active citizens of their communities.

Ralph McDonald, executive secretary of the national commission and chairman of the conference, urged teachers to continue professional training throughout their teaching careers.

30 Attend Workshop on Television in Philadelphia

PHILADELPHIA.—Thirty parents and teachers attended a television workshop, included for the second year in an in-service training program conducted by the Philadelphia Board of Education, June 27 to July 29.

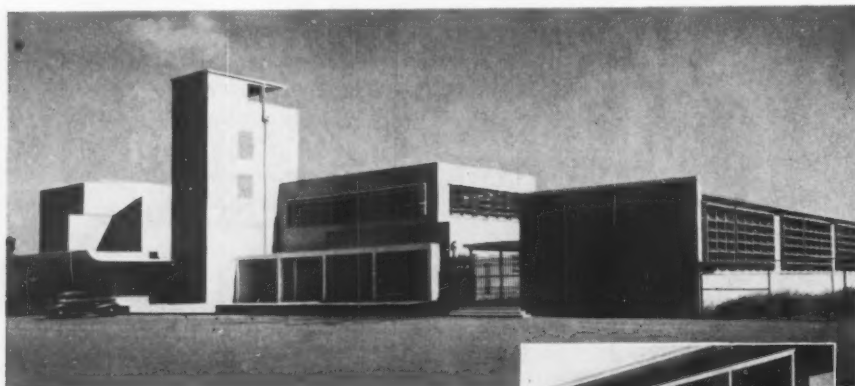
The television area was planned, school officials said, with these purposes in mind:

1. To acquaint participants with television as a medium of communications, its rapid expansion, its impact as an advertising vehicle, and its possibilities for education.
2. To instruct teachers in the technics of production of school telecasts for in-school and public relations purposes.
3. To discuss classroom utilization technics and evaluation procedures.
4. To bring together station experts and school personnel to exchange ideas on school telecasts.

Personnel employed at the three Philadelphia television stations spoke to the group about such subjects as script writing, cast selection, the planning of continuity, the use of microphones, music, sound effects, costumes, art work, make-up and suitable types of educational programs.

Two 30 minute telecasts were produced by the workshop group at local stations, under the direction of the radio-television staff of the Philadelphia schools.

The teachers and parents visited the C.B.S. and A.B.C. television studios in New York City as well as the Philadelphia stations.

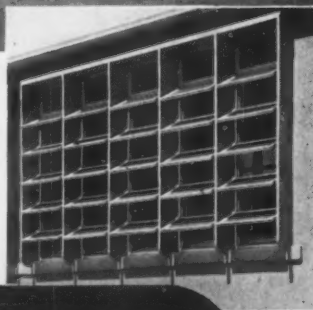


AN UNUSUAL INSTALLATION

South Broward High School, Hollywood, Florida

Architects: Clinton Gamble Associates, Fort Lauderdale, Fla.
Bayard Lukens, Hollywood, Fla.

All Gate City Awning Windows glazed with heat-resisting and glare-reducing glass. Concrete fins (right) keep sunlight from entering rooms diagonally between sash.



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In countless locations, in city as well as country, Gate City Awning Windows are satisfactorily answering the need for adequate ventilation—and doing so *without mechanical assistance!*

Completely adjustable, these windows induce fresh air to enter when days are calm... break up and deflect breezes... eliminate drafts... protect against damage by rain. Precision fabricated of toxic-treated wood, they are economical to install, easy to

operate and rot-resistant. One redecorating bill avoided by the rain deflecting sash more than pays any additional initial cost!

No matter what your location and climate, you can obtain abundant light and scientifically controlled ventilation—with Gate City Awning Windows. Why not discuss them with your architect, refer to Sweet's, or write direct? There's no obligation. Please address Dept. NS-9.



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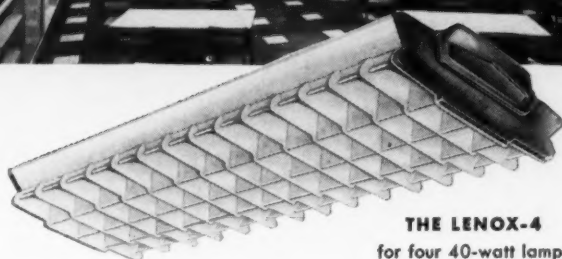
IT'S DAY-BRITE

IN THE NEW, MODERN REAVIS SCHOOL IN AFFTON, MISSOURI

From its smart, modern exterior (above) down to the smallest detail of construction, the Reavis School stands as a fine example of intelligent planning. And most important in its benefits to pupils, teachers and administrators, was the School Board's decision to invest in *nothing*

but the finest of lighting installations. Since lighting fixtures must perform efficiently for at least twenty years, only top quality equipment was installed. All classrooms (two typical rooms below) are equipped with handsome Day-Brite Lenox-4 fluorescent fixtures. Chalkboard and

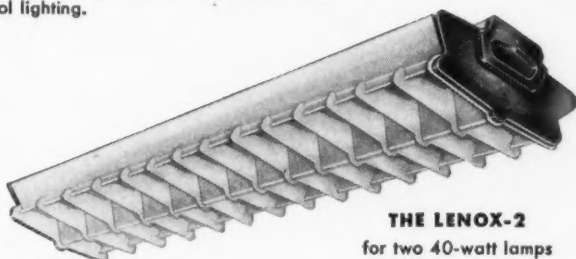
desk top finishes, and paint color schemes were scientifically selected to get the most out of the lighting. With maintained footcandles averaging between 30 and 35 in each classroom, seeing is *easy*—and that means *learning* and *teaching* are easy, too.



THE LENOX-4
for four 40-watt lamps

THE DAY-BRITE CLASSROOM "TWINs"

Rigid all-steel construction, finished in snowy-white, HOT-BONDED enamel. All wiring and component parts approved by Underwriters' Laboratory. New maintenance ease and economy. The perfect combination for your school lighting.



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Write for free samples and literature!

1. ZOLEO <i>Cleans</i> Cork, Tile, Wood, Linoleum, Marble, Terrazzo Floors and painted or varnished surfaces.	Liquid soap with Linseed Oil Base, mixes with cold water instantly. Softens dirt, loosens grease and grime with fast emulsifying action.
2. CORO-NOLEUM <i>Disinfects and Deodorizes as it Cleans</i> all floors except rubber, soft mastic, or asphalt base tile.	Phenol coefficient of 7.5. Kills the germs of many communicable diseases in addition to cleansing and eliminating the need of soap.
3. LUSTRECLEAN <i>Cleans, Deodorizes and Lightly Waxes</i> Wood, Mastic, Linoleum, Cement, Terrazzo, Composition Tile, Asphalt Tile, Painted and Varnished Floors.	Essentially a cleaner but leaves a fine film of wax on surface. Deodorizing properties make LustreClean a triple purpose product. Excellent for floors, walls and painted surfaces. Removes marks left on floors by composition soles and heels of shoes.
4. KWYKWAX <i>Waxes and Finishes</i> all types of floors, except Terrazzo.	No rubbing or polishing necessary. Dries in 20 minutes (or less) with a high hard lustre, which resists traffic wear, protecting floor surface.
5. LASTINCOTE <i>Seals and Preserves</i> wood, cement, tile, old linoleum and magnesite floors.	Enters into the pores of floor surface and seals them, forming a protective coating which resists traffic wear. Provides a varnish-like lustre which is not slippery. Excellent for gymnasium floors. Resists the action of rubber burns, body perspiration, strong alkali soaps, etc.

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NEWS...

600 Exchange Students to Study Abroad

WASHINGTON, D.C.—More than 600 American students—the largest contingent since passage of the Fulbright Act—will leave the United States this fall to enroll in colleges and universities of England, France, Netherlands, Belgium, Italy and Norway.

In turn, an exchange group of about the same size will arrive in the United States in September under the Fulbright program.

To date, the State Department has negotiated Fulbright agreements with 11 countries. In addition to the nations named above, the Philippines, Greece, China, Burma and New Zealand have completed arrangements to exchange students and other types of educational workers.

No appropriation by Congress is needed for these exchanges since the plan is financed from the sale of surplus property abroad. During State Department appropriations hearings, however, Congress made clear that it would frown on students coming in from Communist dominated countries. That is why the 1949-50 exchanges are primarily with Marshall Plan nations.

Fate of student exchanges under the Smith-Mundt Act will not be known until the 1950 State Department appropriations bill comes out of conference. Informal reports from executive committee sessions indicate, however, that Smith-Mundt activities will be drastically curtailed next year.

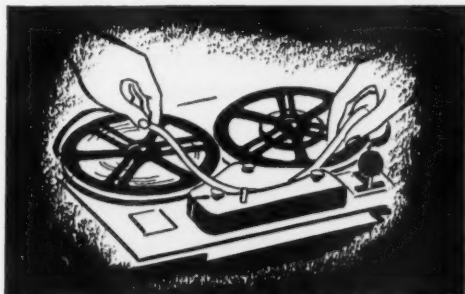
Human Rights and Democracy Are Defined

WASHINGTON, D.C. — Thirty-three distinguished men and women from all continents are presenting their views on "Human Rights" in a book to be published by UNESCO. The 33 essays will be printed in English, French, Spanish and German.

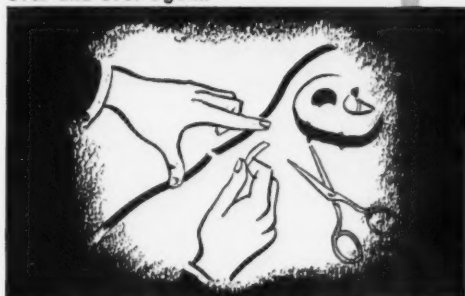
Among the contributors are I. L. Kandel, Benedetto Croce, Jacques Maritain, Aldous Huxley, Harold Laski and F. S. C. Northrop.

Also recently released, by UNESCO House in Paris, is a 2100 word statement on "Concepts of Democracy." The six signers of this statement, which was based on replies to a UNESCO questionnaire, are Richard McKeon of the University of Chicago, Sergio Buarque de Hollanda of Brazil, Charles Perelman of Belgium, Pierre Ricoeur of France, and Alp Ross of Denmark.

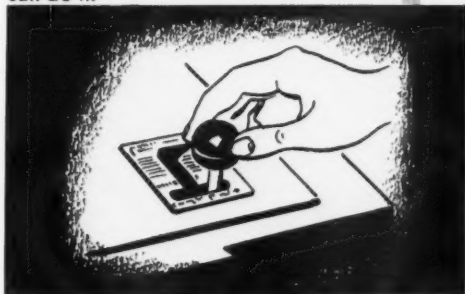
Here's what
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helps them all do a better teaching job!



Model BK-414
"SOUNDMIRROR" is portable, handsomely styled in durable luggage type case.

In every department of your school your "SOUNDMIRROR" pays for itself! Here's faithful *high fidelity* recording and playback on an instrument that's *easy to use* . . . a combination teachers and students have needed for years. The "SOUNDMIRROR" can be used in any classroom or at home, to bring real "learning by *doing*" into your educational program. It has *all* the advantages of other recording methods and *none* of the disadvantages! Make sure you see and hear the "SOUNDMIRROR" *before* you buy any recorder!

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3405 Perkins Avenue, Cleveland 14, Ohio

Please arrange a demonstration of the "SOUNDMIRROR" for me at no obligation.

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School

City State

NEWS...

Urge Functional Design for New York Schools

ALBANY, N.Y.—A campaign to construct school buildings that are simple and inexpensive in design is under way in New York State, under the direction of the State Education Department.

"The old, heavy pillared and expensive building, with its excessive gingerbread ornamentation, has gone with the inflation," said Don L. Essex, director of the Education Department's division of school buildings and grounds.

"All over the state these traditional, formal styles of school architecture are rapidly giving way to modern, informal planning that is less costly and that lends itself far better to functional planning."

The Education Department must approve construction plans for all school districts except cities with a population of more than 70,000. The school building division operates primarily on the basis of a few general rules relating to health and safety.

But whenever school plans are submitted to his office, Dr. Essex explained, he and his staff go over them carefully to determine if money can be saved without lessening the school's value.

Federal Funds Allocated for Medical Education

WASHINGTON, D.C.—Nearly one-third of federal funds approved for 1950 mental health, cancer and heart disease control activities will go for research, fellowships, teaching and training.

Congress approved a total of \$35,512,000 for health activities to be administered through the U.S. Public Health Service. Of this sum, \$11,650,000 will be allocated in 1950 among colleges and universities for research and training.

In approving the funds, the House appropriations committee said that it recognizes the importance of training and research grants "because an adequate supply of researchers, teachers and trained practitioners is one of the most pressing needs in medicine."

S.P.R.A. Approved for N.E.A. Department Status

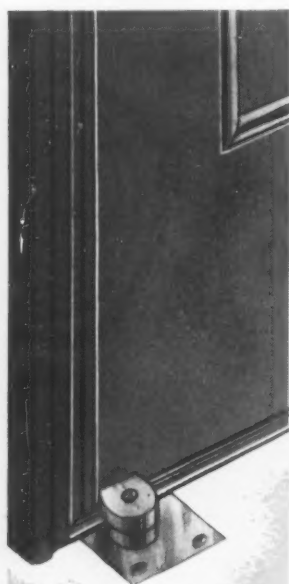
WASHINGTON, D.C.—The N.E.A. board of directors has approved the application of the School Public Relations Association for N.E.A. status to be voted upon at the 1950 representative assembly to be held in St. Louis.

"It is our hope that as the membership has been rapidly growing so will the services increase and that S.P.R.A. may wield still greater influence in bringing about closer school-community understanding throughout the nation," said Minter E. Brown, S.P.R.A. president.

Officers of the association for 1949-50, in addition to Mr. Brown, who is director of professional relations for the Kansas State Teachers Association, are: vice president, Frederick L. Hipp, executive secretary, New Jersey Education Association; secretary-treasurer, John F. Locke, director of community relations, Cincinnati public schools, and members of the executive committee, B. I. Griffith, assistant secretary, Ohio Education Association, and Borden R. Purcell, director of field service, Indiana State Teachers Association.



M. E. Brown



Uni-Check... Ideal Concealed Control for Any Interior Door

At a cost comparable to ordinary treatment.

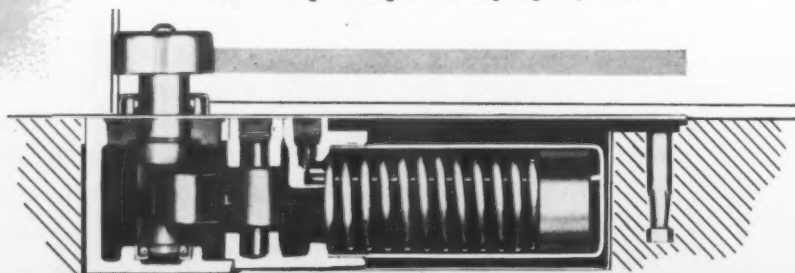
Compactness and clean-cut beauty immediately characterize the Rixson Uni-Check—sturdiness and long-dependable, automatic operation distinguish its hidden qualities.

Available in four spring capacities, with only six movable parts, the Uni-Check is ideal for any interior door from 2'8" or less to 4' wide. Dimensions are only 10 11/16" long x 2 9/16" high. Door mounted directly on the Uni-Check.

Special problems of installation will receive prompt attention from the Rixson engineering and designing departments.



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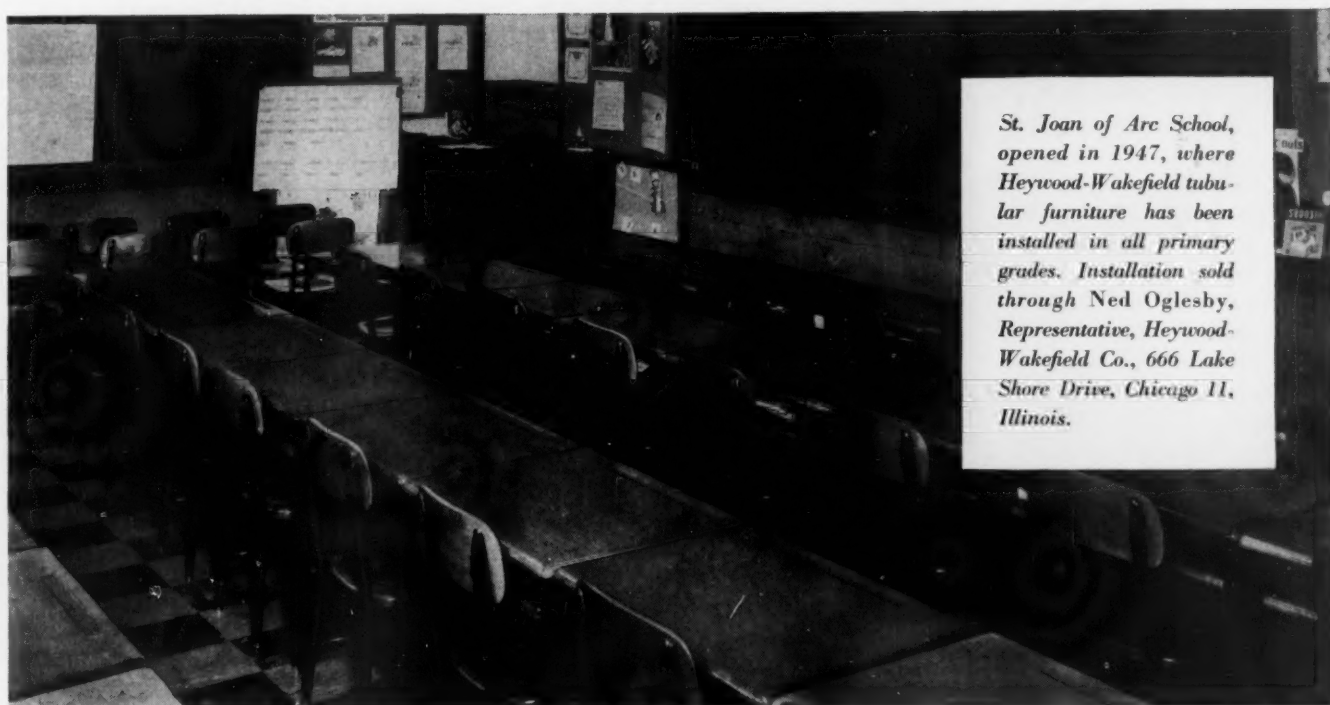
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Model TC 705 is a popular and practical choice for auditoriums.

AN IMPORTANT advantage of Heywood-Wakefield tubular school furniture is its ready adaptability to any arrangement which proves desirable. Here, for instance, table desk S-1008 and chair S-915 make an interesting formal arrangement for blackboard and desk work—while a group of chairs S-915 form a reading circle as shown in the left background.

The complete line of current Heywood-Wakefield school furniture is shown in our illustrated folder, which is available without charge. Write to: Heywood-Wakefield, School Furniture Division, Menominee, Michigan.



NEWS...

Tobin Would Expand Apprentice Training System

WASHINGTON, D.C.—Failure of the country's vocational training systems to train enough key skilled workers would endanger national defense, says Maurice J. Tobin, U.S. Secretary of Labor.

He called for expansion of the apprentice training system through closer cooperation between public schools and industry.

"We must learn how to apportion our strength between the armed services and

industry. By putting a toolmaker in an infantry regiment we might jeopardize the lives of as many men as that regiment contains for lack of production of tools which the craftsman could make. For that reason, training of apprentices for the skilled positions is just as important to the security of the nation as training of the military forces."

The Secretary of Labor revealed that California, New York, Ohio, Michigan and Wisconsin lead the nation in the number of apprentices in training.

A total of 238,357 registered apprentices is being trained. "Actually, we need a million," said Mr. Tobin.

Finds Democracy Invisible in Germany

BAD NAUHEIM, GERMANY. — Dr. Arno Jewett, professor of education at the University of Texas, who has just completed a three-month survey of German secondary schools in the U.S. Zone, found almost no "evidence of democracy" in German schools, he reported to the American Military Government.

Democratization of schools will require years of effort, Dr. Jewett stated, because fear of teachers and examinations is the chief motivation for learning and administrative authoritarianism discourages student initiative and enterprise.

German schools are doing "outstanding work" in art and music programs, Dr. Jewett stated. However, he criticized them for failing to relate curriculum to problems of today's community. More than half of the academic secondary school program is devoted to the study of language, while social studies are virtually nonexistent.

Dr. Jewett recommended intensification of the teacher exchange program, with particular emphasis on younger teachers; development of an international "pen pal" system to enable German students to contact foreign contemporaries by mail; demonstration and laboratory schools to train German teachers in new methods and ideas; extension of the educational film program, and enlarging of German school libraries.

Two Out of Three Want College Education

WASHINGTON, D.C. — Lack of money, not lack of interest, keeps the largest majority of able high school graduates from enrolling in colleges and universities.

Such is the opinion of the 15,600 high school graduates who were interviewed in 1947-48 by the staff of Elmo Roper, public opinion analyst. Both opinions and conclusions are now available in the new American Council on Education study, "On Getting Into College."

Two-thirds of the graduating white high school students want to go to college, but only one of every three applies for admission to institutions of higher

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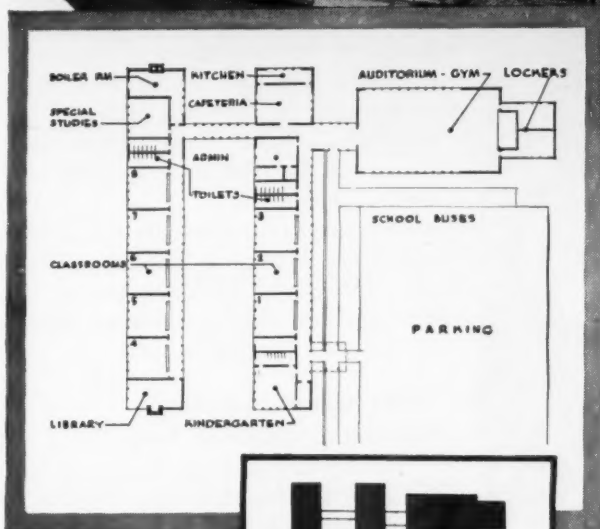
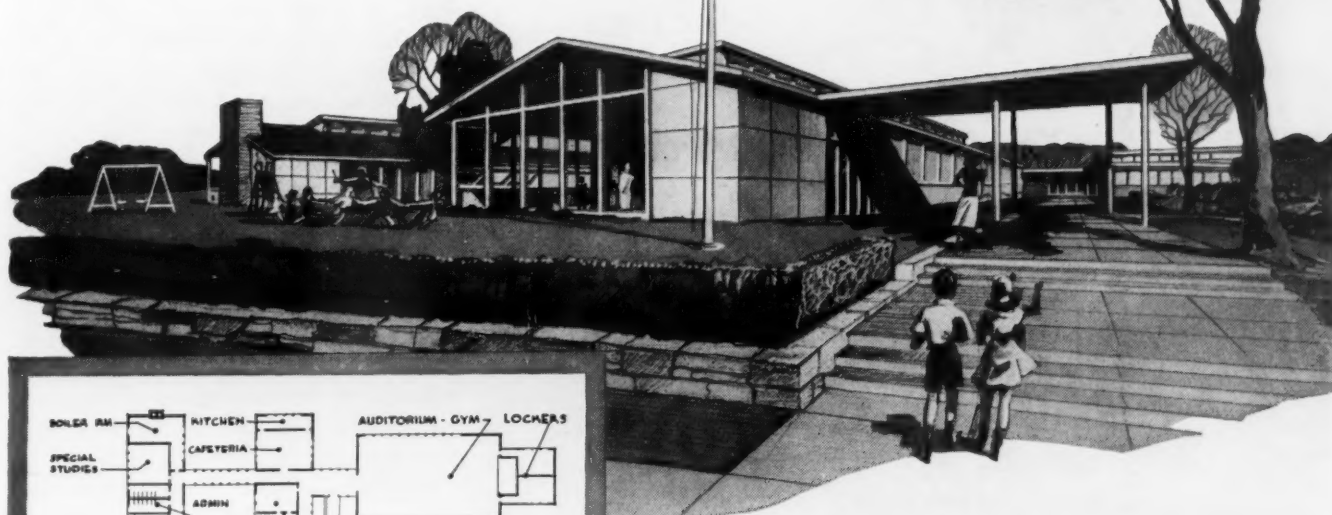
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So whether you're just starting to plan your new school or whether you've had to shelve a set of plans because of high building costs, be sure to get all the facts on the Luria line. The coupon below will bring you a copy of our 20-page catalog and a special new school brochure, along with the name of your nearest Luria distributor.

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NEWS...

learning, presumably because they know they can't afford it.

Additional large numbers of graduating high school seniors said they would continue their studies if they could get scholarship and other financial aid.

Commenting on the study, Dr. George F. Zook, American Council on Education president, said: "It is apparent that only one in four white high school seniors has no interest in going to college. This refutes the assumption that present enrollment in our institutions of

higher education is as large as it can be because those not in college do not want to go. The importance of various barriers, including the economic factor, is a strong argument for a national system of scholarships and for further consideration of changes in admission policies in higher education."

The study discusses other barriers to higher education, including those of religious and racial discrimination. Conclusions indicate that although virtually the same percentages of Catholic,

Jewish and Protestant students are admitted to colleges and universities, Jewish students are less likely to get into the institution of their first choice. The Jewish students apply to more than twice as many schools as Catholic or Protestant students before being admitted to accredited schools.

A.A.U.P. Censures College for Firing Wallace Supporter

WASHINGTON, D.C.—The administration of Evansville College, Evansville, Ind., is "clearly censurable" for firing a teacher because he supported Henry A. Wallace for president last year, the American Association of University Professors has announced.

This action does not place Evansville College on the A.A.U.P.'s "censured administrations" list. Decision whether to do this will be made at the association's annual convention scheduled for March 1950 in Cleveland.

The A.A.U.P. is displeased with Evansville College because it discharged George F. Parker, assistant professor of religion and philosophy, two days after he took part in a meeting addressed by Henry Wallace. Mr. Parker charged that his contract for a full academic year "was summarily canceled."

The college administration replied that Dr. Parker jeopardized the school's interest in a "conservative community" by engaging in political activities on behalf of Wallace's Progressive party.

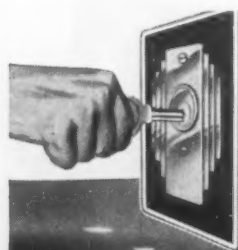
"Plan Livable Schools," Indiana Conference Told

BLOOMINGTON, IND.—"Practical Solutions to Pressing School Building Problems" was the theme of the Indiana and Midwest School Building Planning Conference held at Indiana University July 15 and 16.

Chairman of the conference was Paul W. Seagers, assistant professor of education and school building consultant at Indiana University. Speaking on the subject "Let's Make Schools Livable," Mr. Seagers said in part:

"Too many times we have blamed the architects for strait-jacketing our school programs today, when we should have blamed the school officials for not cooperating with the architects and furnishing them with the functional specifications which they needed to properly design the desired education, recreational and community areas. . . .

"With proper consideration of the age and emotional reactions of the proposed



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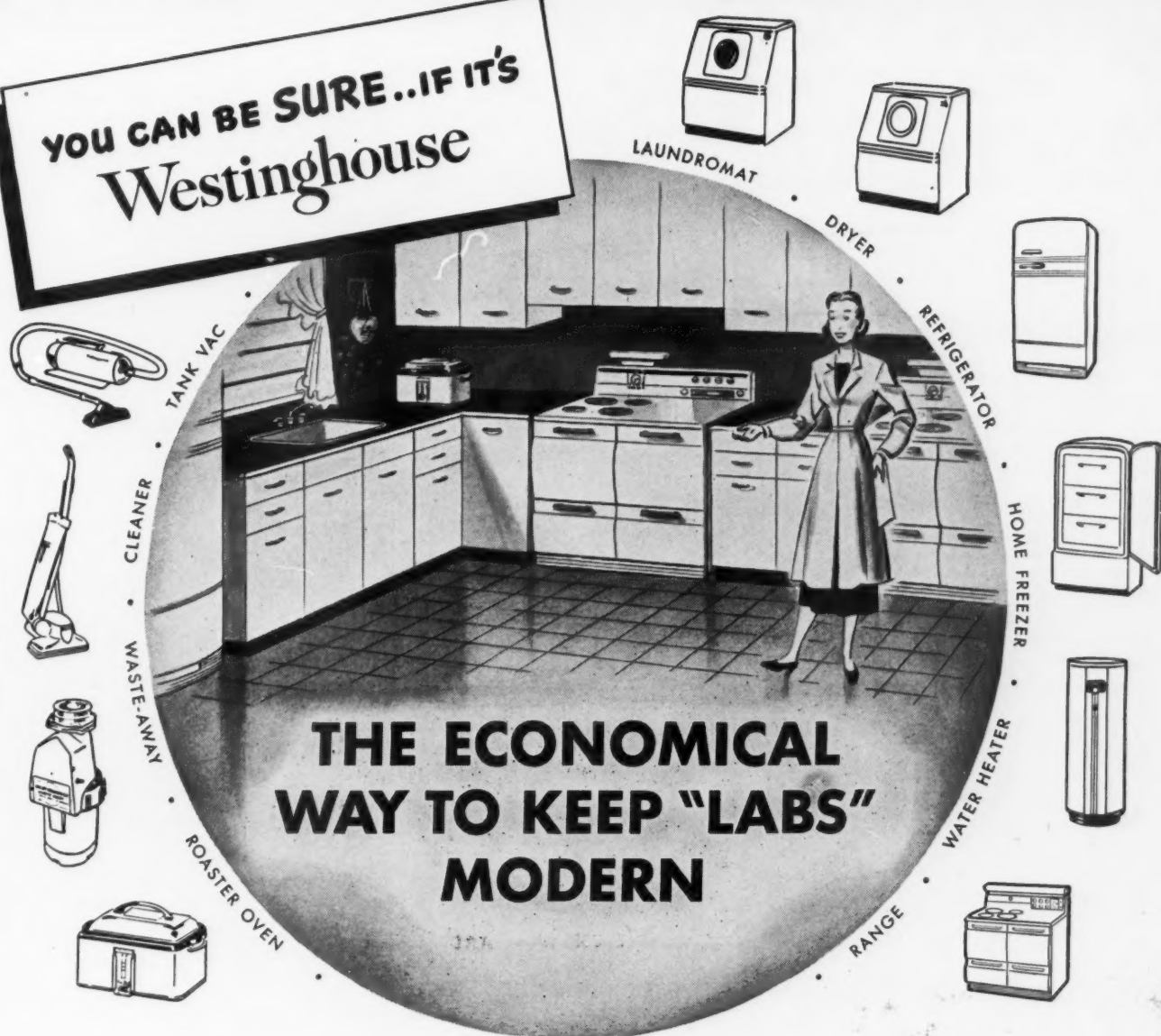
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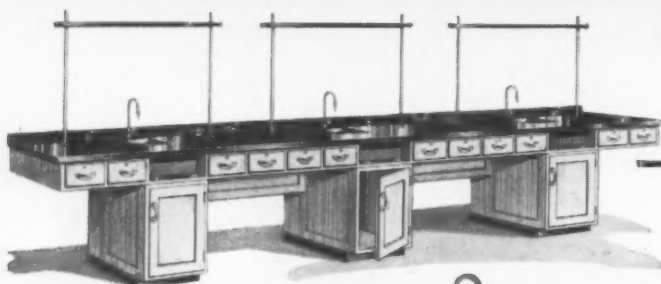
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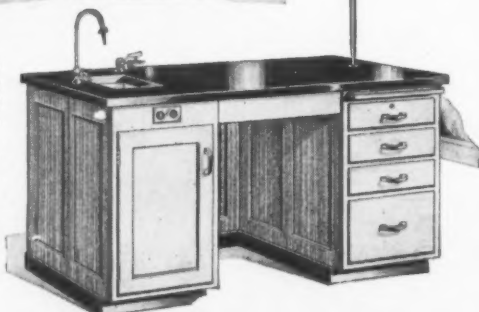
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COMING EVENTS

AUGUST

28-Sept. 3. National Conference of Professors of Educational Administration, Clear Lake Camp, Battle Creek, Mich.

OCTOBER

2-6. Association of School Business Officials, Boston.

3-5. National Conference on High School Driver Education, Jackson's Mill, W. Va.

5-7. California Association of School Administrators, Santa Cruz, Calif.

6-8. Education Clinic, Winfield, Kan.

10-12. County and Rural Area Superintendents, Memphis, Tenn.

13-15. American Conference of Teacher Examiners, Chicago.

13-17. National Council on Schoolhouse Construction, Indianapolis.

17-24. United Nations Week.

24-27. N.E.A. Department of Adult Education, Cleveland.

24-28. American Public Health Association, New York City.

24-28. National Safety Congress and Exposition, Chicago.

31. Association of Urban Universities, Chicago.

NOVEMBER

6-12. American Education Week.

7-9. National Society for Crippled Children and Adults, New York City.

16-18. School Food Service Association, Hotel Statler, Washington, D.C.

DECEMBER

28-30. National Business Teachers Association, Chicago.

JANUARY

23-27. Southwest Air Conditioning Exposition of the International Heating and Ventilating Exposition, Dallas, Tex.

FEBRUARY

12-15. Association for Supervision and Curriculum Development, N.E.A., Denver.

23-25. American Association of Colleges for Teacher Education, Atlantic City, N.J.

25-Mar. 2. American Association of School Administrators, annual meeting, Atlantic City, N.J.

27-Mar. 1. N.E.A. Department of Rural Education, Atlantic City, N.J.

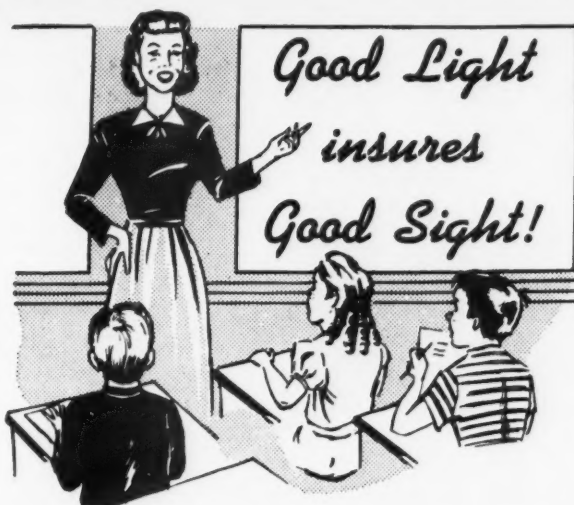
JULY

2-7. National Education Association, St. Louis.

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NEWS...

occupants in planning school buildings, perhaps it will be no longer necessary for mother, like the Pied Piper of Hamelin, to entice little Johnny into the cave-like entrance of a mountainous school structure. Instead, we may find little home-like schoolrooms with small artistic entrances to beautiful gardens, play yards and rooms. . . .

"The sudden withdrawal of the school beginner from his small neighborhood group of playmates, thrusting him into the center of a large group of active,

pushing, strange boys and girls in our large elementary schools, can be emotionally upsetting. . . .

"Why can we not build schools and run them so that there can be a gradual meeting of children with larger and larger groups, resulting in extension of friendships and acquaintanceships rather than the almost inevitable engulfing process now frequently prevailing? . . .

"Costs are high and money is scarce; but, if schools are the backbone of our highly efficient industrialized society and

the first line of defense against communism as we claim, the American public (labor, capital, business and the professions) will rally and provide the necessary means for constructing new school buildings. Now is the time to get all groups cooperating; now is the time to make preliminary studies; now is the time to reevaluate our school building codes; now is the time to plan livable schools for live boys and girls."

Surveys Vocational Education in New York City Schools

NEW YORK.—A survey of vocational education in all types of New York City public schools is being made by the state department of education at the invitation of the city board of education.

Supervisor of the survey will be J. Cayce Morrison, assistant commissioner in charge of research.

The New York City program of vocational education embraces courses in day and evening schools and in vocational and academic high schools. Approximately 40,000 students are trained for more than 70 occupations in the 26 vocational high schools. The academic high schools offer many commercial and practical arts classes.

Basic considerations to be studied in regard to each of the types of occupational preparation offered are grouped under four headings: pupil personnel administration, the program, the staff, and physical facilities.

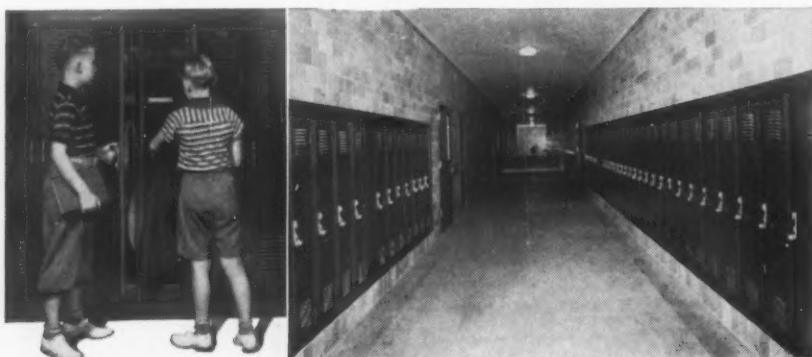
U.S. Reports News Behind Iron Curtain

WASHINGTON, D.C. — Despite the iron curtain and the cold war, the U.S. State Department gathers and reports news of constructive, cultural activities taking place in Russia and its Communist dominated allies.

Among recent news accounts which the State Department released for American use but which were largely ignored by the American press, are these:

Soviet Union: The first children's radio station in the world has been opened at Kiev. The station was built by pupils of a technical school. Only children go on the air to broadcast programs, which consist of news, dramatizations and exchange conversations with short-wave amateur stations in other parts of the world.

Poland: The library of the Polish Ethnography Library, ruined by the war, is slowly being rebuilt. The library, located at Lublin, lost 8000 volumes dur-



Which LOCKER INSTALLATION meets your School Plan?

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“Right—at the Start,” Royal’s new and thoroughly authoritative school film, assists teachers in instructing beginners in basic typewriting techniques.

THIS NEW teaching aid is intended for intermittent projection over a two- to three-week period in beginners’ typing classes.

This is a demonstration film. Novel, dramatic close-ups show graphically and clearly proper use of machine controls, key-stroking, and key-location. An unobtrusive, motivating narration helps hold the students’ interest throughout the film.

This supplementary teaching aid (16 mm., black & white, sound) fits in admirably with individual teachers’ programs. Prints are available for rental or purchase.

For further information, on “Right—at the Start”
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NEWS...

ing the war. Its librarian recently said, "In the near future all of our books will have bindings."

Hungary: The Hungarian children's republic, a children's village near Budapest, celebrated its first birthday in July. The republic serves as a summer home for vacationing children but is operated so as to train children for citizenship responsibilities. Youngsters operate all municipal services.

Czechoslovakia: Several million children have been examined in a campaign

against tuberculosis. Half the children have been vaccinated against the disease. The mass attack on TB is being extended to the country's most remote villages.

CARE to Rebuild Libraries in Europe and Asia

NEW YORK CITY.—A program to rebuild the libraries of Europe and Asia which were destroyed during the war has been undertaken by CARE. Libraries, universities and other educational

institutions in 14 countries are being asked by CARE to supply a list of their book needs in the following special categories: health and welfare; medicine; dentistry; veterinary science; nursing; agricultural science; English language instruction; biology; chemistry; engineering; geology; library administration; mathematics; physics; physiology; psychology; sociology, and statistics.

Contributions received will be used to purchase new books from publishers at their list prices. These will be sent to technical schools and libraries for the education of college and professional students. Selection of the books will be based upon lists compiled by a bibliography committee headed by Dr. Luther Evans, Librarian of Congress.

Individuals or groups may send funds to CARE headquarters, 20 Broad Street, New York City, or to any CARE outlet in the country.

Citizens Committee Surveys School Building Needs

DANVILLE, ILL.—A citizens committee here has made a study of this community's school building needs.

Members of the steering committee which headed the project are a banker, a newspaper editor, a doctor, a labor leader, businessmen and a woman leader in the parent-teacher association.

They met monthly over a period of a year and a half to consider information concerning the population, the educational program, the physical plant, and the school finances of the community, collected by subcommittees composed of citizens and teachers.

J. M. Reed, superintendent at Danville, asked the University of Illinois College of Education for recommendations on school building requirements. Because it was thought that a report from the citizens themselves, with the support of civic organizations, would be most effective in obtaining the necessary school buildings, the citizens school survey committee was formed.

The College of Education bureau of research and service laid out the study and contributed professional and technical advice as the project developed.

New Rochelle Revives Junior High Schools

NEW ROCHELLE, N.Y.—New Rochelle, which abandoned the junior high school system in 1940, will return to it September 1. Although the change will cost \$160,000, the board of education

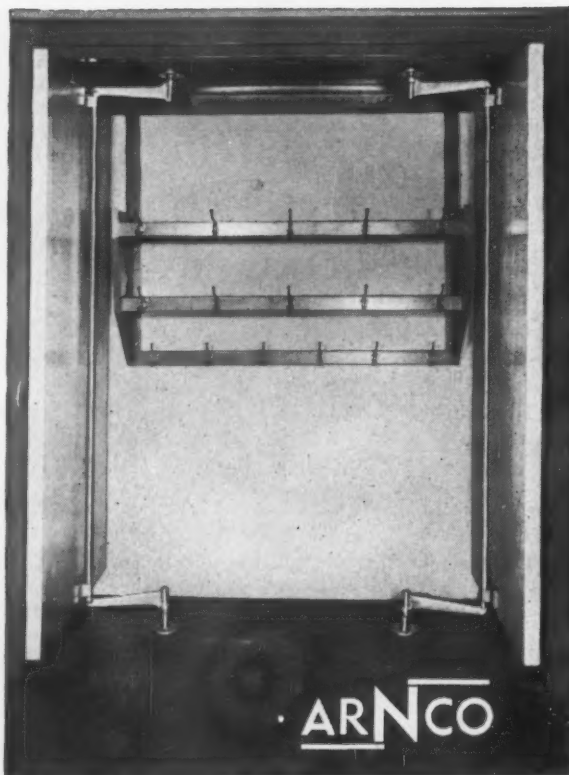
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Arnco Steel Receding Door Classroom Wardrobes provide an efficient, sanitary means of housing pupils' clothing within the classroom. Design based on years of experience in equipping schools with both standardized and built-to-order metal furniture.



ARNCO Wardrobe standard design is based on all-steel construction, including doors, trim, shelving, etc. Doors are easily operated by small children. ARNCO Wardrobes offer freedom of sagging of doors and minimum hardware maintenance. ARNCO Wardrobes can be furnished in any desired combination of wardrobe and auxiliary cabinets or wardrobe only.

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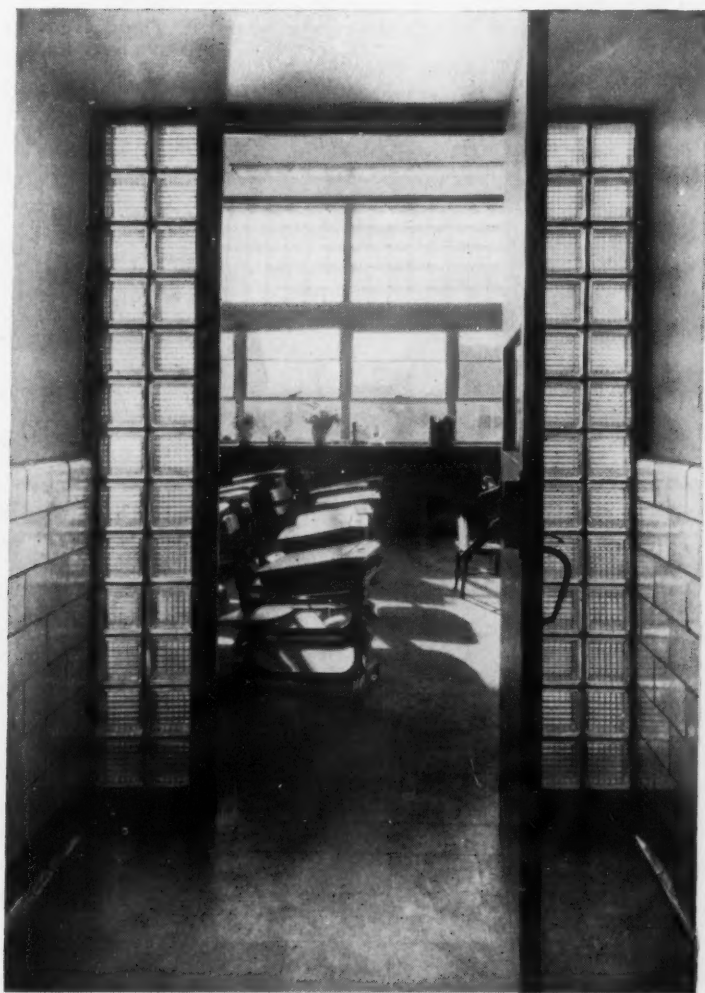
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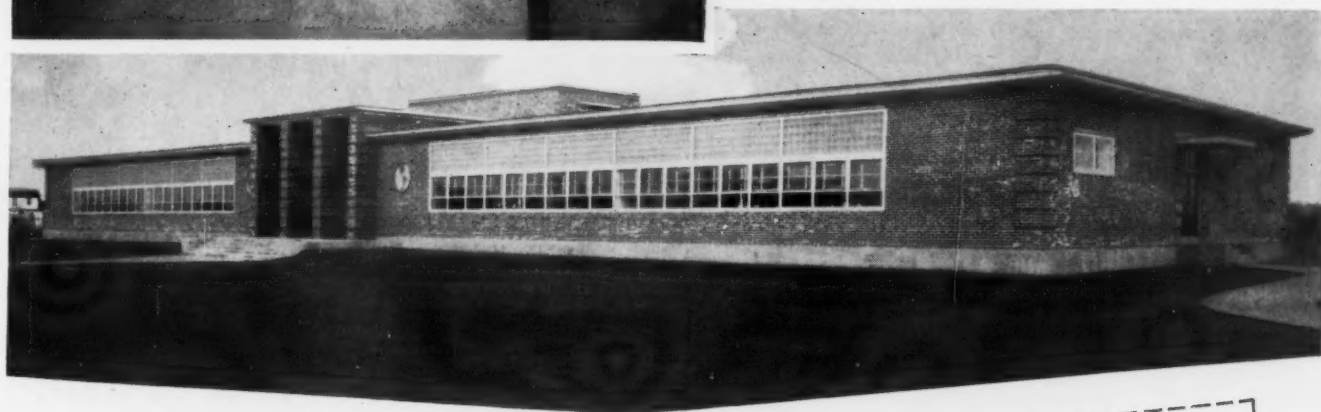
● Because they make the most of daylight—admit it in such quantity and quality as will be fully useful and comfortable—PC Functional Glass Blocks guard the sight of pupils and staff. Their value in classrooms and wherever precision work is done, is fully recognized to-day by school authorities. PC Functional Glass Blocks are designed in two types—one for controlling light by *bending and directing* it upward, the other for *diffusing and scattering* it in all directions. Selection of the proper pattern for room conditions and outside exposure will help assure efficient interior daylighting.

But PC Glass Blocks . . . available in decorative as well as functional patterns . . . are valuable in other ways: they save on heating in winter; air conditioning in summer. This is because of their hollow construction — with a partially-evacuated dead-air space inside — which gives more than twice the insulating value of single-glazed windows. They save on artificial lighting. Maintenance costs are reduced, because they rarely need repairs or replacement; never require painting; are easily cleaned. They prevent the infiltration of harmful dust and grit. And they cut down noises; eliminate distracting views.

Why not discuss your problems with our technical experts? They will be glad to show you how these benefits can be brought to your school. Meanwhile, fill in and return the coupon below for our free literature.

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NEWS...

anticipates savings in teacher personnel and classroom additions.

Before 1926 the city had an 8-4 system; then three junior high schools were developed. Since 1940 New Rochelle has had 10 elementary schools with seven grades each and three high schools with five grades each.

When the return to the 6-3-3 system is made this fall, the New Rochelle High School will be kept for the three highest grades. The Isaac E. Young and Albert E. Leonard high schools will be-

come junior highs for three intermediate grades, and the elementary schools will accommodate the six lower grades.

Number of High School Students Working After School Increases

WASHINGTON, D.C.—The proportion of high school boys and girls who work after school hours is rising to new heights.

At the beginning of the 1948-49 school year, 1,300,000 boys and girls were both employed and enrolled in

school. Just before the war, in 1940, there were only 300,000 employed high school students. This is a jump of from 4 per cent to 19 per cent of the nation's students who both study and hold jobs.

Why this trend? The Census Bureau attributes it in part to the more favorable economic situation in 1948.

"To some extent, the increase in employment among students of high school age may also be attributable to the encouragement given young people during the war to engage in part-time employment as an alternative to dropping out of school. With prosperity sustained after the end of the war, students continued to work outside of school hours," the Census Bureau says.

One-Fourth of High Schools Offer Driver Education

WASHINGTON, D.C.—Almost one-fourth of the nation's high schools offered some form of automobile driver education during the last school year, the American Automobile Association reports.

The A.A.A. said that more than 340,000 high school students completed driving courses that included behind-the-wheel training. In addition, some 200,000 other students were indoctrinated in safe driving methods in classroom work.

The A.A.A. report disclosed that 2900 dual-control cars have been assigned to schools by automobile manufacturers, dealers and motor clubs. Cars are assigned to schools that have an instructor qualified to train the students and that agree to meet requirements set down.

High School Directory Out

WASHINGTON, D.C.—A new Office of Education publication serves the double purpose of a directory of all high schools in the United States as well as a listing of accredited secondary schools.

Presented for each school are facts about its type of organization, city size, enrollment by sex, number of graduates in 1946, total professional staff, and whether Negro or white. For each private school information is given on enrollment by grade and by sex, number of graduates in 1948, and number of teachers. Each school's accreditation status, and whether by state or regional agency, is shown.

Copies of the directory are available from the Superintendent of Documents, Washington 25, D.C., at \$1.50 each.



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NAMES IN THE NEWS

SUPERINTENDENTS . . .

The Rev. Carrol O. Morong has been named headmaster of the Peddie School, Hightstown, N.J., succeeding Wilbour E. Saunders, who resigned January 1 to accept the presidency of Colgate-Rochester Divinity School, Rochester, N.Y. Dr. Morong has been the pastor of the First Methodist Church at Mount Vernon, N.Y., for the last two years.

Frank S. Hackett, founder and for 42 years headmaster of the Riverdale Country School, Riverdale, N.Y., retired July

1. His successor is John H. Jones, English teacher at Deerfield Academy, Deerfield, Mass., for 15 years.

Maurice R. Ahrens, former director of the department of instruction at Denver, now is assistant superintendent and director of instruction at Battle Creek, Mich.

H. B. Nash has resigned as superintendent at West Allis, Wis.

Lyman W. Bole, superintendent at Springfield, Vt., has been elected chairman of the New England School De-

velopment Council. New members of the executive committee are Supt. Clarence Bosworth, Cranston, R.I.; Supt. Austin J. McCaffrey, Manchester, N.H.; Supt. Lyman B. Owen, Wellesley, Mass., and Supt. Ernest G. Lake, Gloucester, Mass.

Donald Shepherd, high school principal at Barnesville, Ohio, has been promoted to superintendent of Barnesville schools. His successor as high school principal is H. Don Scott, executive head of the schools at Kirkersville, Ohio, for the last two years.

W. R. Savage Jr., former principal of Suffolk High School, has been appointed superintendent of schools at Suffolk, Va. His successor as high school principal is Howard R. Richardson, formerly high school principal at Falls Church, Va.

Bernum Hansen will succeed Minard McCrea as superintendent of schools at Fargo, N.D.

Dr. J. W. Letson of the Alabama State Department of Education will succeed Dr. J. C. Orr as superintendent of schools at Bessemer, Ala.

Clyde S. Sutton has been elected superintendent of schools for Elkhart County, Indiana.

Frederick Burton Tuttle of Kensington, Md., has been appointed to succeed Willard H. Bacon, retired, as superintendent of schools at Westerly, R.I. Dr. Tuttle was an educationist for the federal Civil Aeronautics Administration.

Dale Prough, superintendent at Middletown, Ind., has been elected superintendent of schools for Madison County, Indiana.

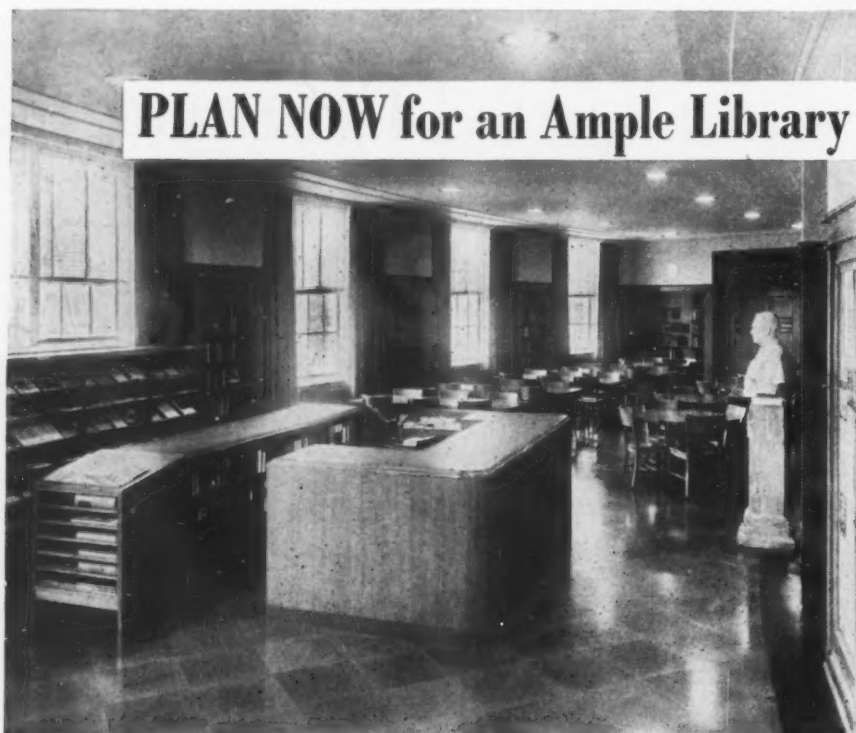
M. R. Shelstrom, principal at Adair, Iowa, has been elected superintendent there. He succeeds L. L. Long, who resigned to become superintendent for Jackson County, Iowa.

C. W. Sprecht has resigned as superintendent of schools for Mercer County, Ohio, effective August 1. He will return to Fort Jennings, Ohio, as superintendent, the position he held before he became Mercer County superintendent.

Emil F. Sather has been named superintendent at Towner, N.D. He succeeds R. W. Bangs, who will be superintendent at Bottineau, N.D.

Paul Andree, principal of the rural high school at Otis, Kan., for five years, will become superintendent at Ness City, Kan., this fall. His successor at Otis will be R. H. Vanderbilt, high school principal at Beverly, Kan.

John Chandler Jr., an assistant dean at Yale University, has been named head-



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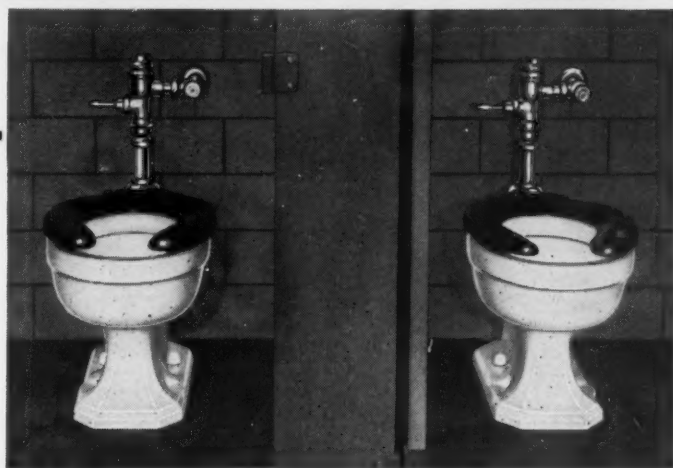
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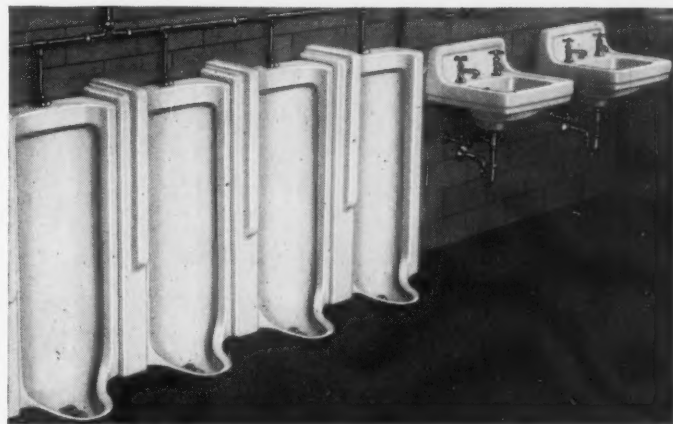
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NEWS...

master of the Detroit University School and Grosse Pointe Country Day School, Detroit.

C. E. Vail, principal of both senior and junior high schools at La Feria, Tex., has been named superintendent of the La Feria schools. He will succeed **J. B. Smith**.

Carl N. Bye, superintendent at Gary, Minn., and **J. V. Kjelstrom**, principal, have resigned.

H. S. Lippert, for the last two years high school principal at Ransom, Kan.,

has resigned to accept a position as superintendent of schools at Bloom, Kan.

John A. Langford, superintendent of schools at Putnam, Conn., will become superintendent at East Hartford, Conn., September 1.

Robert G. McAllen has resigned as headmaster of The Hun School at Princeton, N.J. His successor will be **Capt. Frederick G. Richards**, U.S.N., who since 1944 has been head of the Naval R.O.T.C. unit at Princeton University.

Fred Johnstone, headmaster of Rogers High School at Newport, R.I., since 1934, has resigned.

Edwin H. B. Pratt has been named headmaster of the Browne & Nichols School at Cambridge, Mass. He will succeed **John Hodges**, who has resigned. Mr. Pratt was formerly master and is now a trustee of Westminster School, Simsbury, Conn.

W. H. Avinger, who has been superintendent at Electra, Tex., for the last two years, has resigned, effective July 1. He has accepted a similar position at Plainview, Tex.

Ralph E. Sullivan, superintendent of schools at Blackburn, Mo., has been elected superintendent at Gallatin, Mo. He succeeds **R. T. Kirby**, who resigned.

Donald Johnson, superintendent at Eagleville, Mo., has resigned to accept a similar position at Rockport, Mo. He will succeed **G. D. Morrison**, resigned. **Supt. V. R. Barnhouse** of Cainsville, Mo., will be superintendent at Eagleville next year.

Joseph Dana Allen, headmaster since 1917 of Polytechnic Preparatory Country Day School, Brooklyn, N.Y., is retiring. His successor is **J. Folwell Scull Jr.**, headmaster of Abington Friends School, Jenkintown, Pa.

Vernon H. W. Dessenberger, junior high school principal at Pottstown, Pa., since 1947, has resigned to accept a position as superintendent of schools at Sharon Hill, Pa.

Lewis W. Shultz, head of the high school system at Louisburg, Kan., for the last three years, has been named superintendent of schools at Centralia, Mo.

PRINCIPALS...

Robert T. Robinson, high school principal at Millerton, N.Y., since 1944, has been named supervising principal of the Central School at Newfield, N.Y.

Raymond N. Roberts, former principal of the Central School, Mannsville, N.Y., is now supervising principal of the Central School at Cherry Valley, N.Y.

William Pyles, assistant principal of Bethesda-Chevy Chase High School, Bethesda, Md., has been appointed principal of the school. He succeeds **Thomas W. Pyle**, who has been named supervisor of high schools for Montgomery County, Maryland.

George B. Redfern, high school principal at Wilmington, Ohio, for the last two years, has been appointed principal of Mariemont High School, Mariemont,

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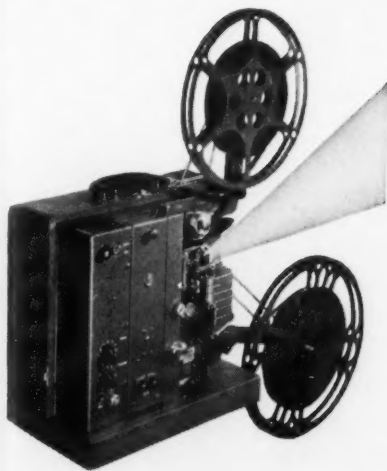
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NEWS...

Ohio. He succeeds M. J. Conrad, who resigned March 1 for further study at Ohio State University.

C. E. Jackson, high school principal at Farmington, N.M., has resigned to accept a position as principal of the Las Cruces Union High School, Las Cruces, N.M.

David E. Mudge has been appointed high school principal at Martinsburg, W.Va., succeeding Edwin W. Miller, who resigned. Mr. Mudge had been a teacher in the school since 1938.

Peter E. Donnelly, director of research and information for the schools at Providence, R.I., has been chosen principal of Rogers High School, Newport, R.I. He succeeds Fred W. Johnstone, who retired.

Byron West, assistant principal at Carthage High School, Carthage, Ill., has been named principal of that school. He succeeds M. S. Monson, who resigned to accept a position as director of secondary education at Pacific Lutheran College, Parkland, Wash.

Glen Waters, who has been a teacher at Duncan, Okla., for seven years, is the new principal of Duncan High School. He succeeds J. Gordon Stephens, who resigned July 1.

Don A. Walter, assistant principal of the Topeka High School, Topeka, Kan., for the last three years, has been appointed principal of the Ferndale High School, Ferndale, Mich.

OTHERS...

Stanley Hawley has been named director of school district reorganization for the Nebraska State Department of Public Instruction. His successor as director of research is Allan Lichtenberger, former superintendent of the Underwood School in Omaha. Three other men also have been named to new positions in the department. Sam Dahl, who was deputy superintendent, has returned to the supervision of schools. Floyd Parker, who had been handling surplus property, is now supervisor of building services. Henry C. Jensen has been named deputy superintendent.

Orrin W. Robinson, deputy superintendent of public instruction of the territory of Hawaii, is the new director of education for Guam. He succeeds Norbert F. Tabery, who resigned so that he might work for his Ph.D. degree at the University of Colorado.

Henry Molino, principal of Central School, San Diego, Calif., resigned to become director of research and curriculum for the high school district at Monrovia, Calif.

Leonard W. Mayo, vice president of Western Reserve University, Cleveland, has been appointed director of the Association for the Aid of Crippled Children. He will assume his new duties in September.

IN THE COLLEGES...

William O. Penrose, associate director of the University of Arkansas' general extension service, has been appointed dean of the school of education at the University of Delaware. He succeeds W. Earl Armstrong, who resigned to become teacher education specialist for the U.S. Office of Education.

Dean L. D. Haskew of the University of Texas College of Education is chairman of the planning committee of the



W. O. Penrose



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NEWS...

Southern Association of Colleges and Secondary Schools. Purpose of the committee is to outline long-term policy recommendations for the association's program for the next decade or generation.

G. Tyler Miller, state superintendent of public instruction of Virginia, will become the third president of Madison College, Madison, Va., September 1. He will succeed Samuel P. Duke, who has resigned because of illness. Mr. Miller is a past president of the Virginia Education Association.

G. Lester Anderson, professor of education at the University of Minnesota, has accepted a newly created position as dean of teacher education for the four city colleges of New York City. Dr. Anderson will be in charge of all teacher education in Queens, Hunter, Brooklyn and City colleges.



G. L. Anderson

O. K. Moe, superintendent of schools at Dillon, Mont., has resigned to accept a position as director of industrial education and professor of social science at Western Montana College of Education, Dillon.

Carl C. Bracy, president of McKendree College, Lebanon, Ill., has been named chancellor of Nebraska Wesleyan University, Lincoln. Dr. Bracy will assume his new position about September 1.

Edmund E. Day, president of Cornell University for the last 12 years, became chancellor in August. Cornelius W. de Kiewet, provost, has been named acting president pending the selection of a successor to Dr. Day.

Capt. Herbert J. Grassie, commandant of the United States Naval Training Center at Great Lakes, Ill., has been appointed chancellor of Lewis College of Science and Technology at Lockport, Ill.

Harold H. Church, superintendent of schools at Elkhart, Ind., for the last 10 years, will become professor of education at Indiana University in September. He also will fill the



H. H. Church

school of education's two-year vacancy in the directorship of the division of research and field services.

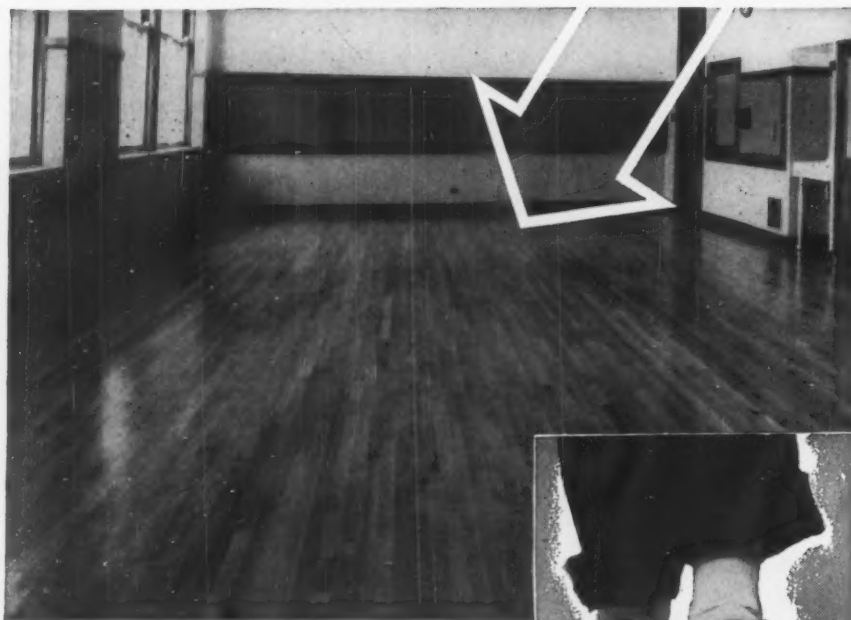
Albert C. Jacobs, Columbia University provost, will become chancellor of the University of Denver in September. Mr. Jacobs, a member of the Columbia faculty since 1927, has been administrative assistant to Gen. Dwight Eisenhower since March.

Louis M. Hacker has been appointed director of Columbia University's School of General Studies (department of adult education), succeeding the late Harry Morgan Ayres. Prof. Hacker spent the last year in England as Harmsworth Professor of American History at Oxford and as a fellow of Queen's College. He was granted a year's leave of absence from Columbia's department of economics to accept the Oxford appointment.

DEATHS...

Caroline S. Woodruff, 82, president of the National Education Association in 1937-38, died at her home in Castleton, Vt., July 14. Dr. Woodruff retired in 1940 after having served as principal of Castleton Normal School for 20 years.

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THE BOOK SHELF

Printed publications of interest to school administrators are listed as received.

ADMINISTRATION

Class Size. Individual class size in 1260 secondary schools. By Ellsworth Tompkins, specialist for large high schools, U.S. Office of Education. Order from U.S. Government Printing Office, Washington 25, D.C. Pp. 29. 20 cents.

CURRICULUM

Our School Studies. Annual report of the profession to the public by Willard E. Givens, executive secretary, N.E.A., 1201 16th St., N.W., Washington 6, D.C. Pp. 15.

Health Education in Schools. By Jesse Feiring Williams, M.D., professor emeritus of physical education, Teachers College, Columbia University, and Ruth Abernathy, associate pro-

fessor of physical and health education, University of Texas. Ronald Press Co., New York. Pp. 316. \$3.50.

Selected References on Curriculum Development in Language Arts for Elementary Schools and Selected References on Curriculum Development in Language Arts for Secondary Schools. Curriculum Division Bulletins Nos. 4 and 5, New York City Board of Education, 110 Livingston St., Brooklyn 2. Pp. 78 and 44.

Effective Shopping. A school and community project for high school students. Consumer Education Study of the National Association of Secondary-School Principals, 1201 16th St., N.W., Washington 6, D.C. Pp. 110. 35 cents.

Planning for American Youth. An educational program for youth of secondary school

age. Published by the National Association of Secondary-School Principals, 1201 16th St., N.W., Washington 6, D.C. Pp. 63. 25 cents.

PUBLIC RELATIONS

The Public Relations Committee—Why and How It Works. By David M. Church. Council for Health and Welfare Services, Inc. New York 10, N.Y. Pp. 26. \$1.

SCHOOL PLANT

Conference on School Plant Problems in New England. (Mimeographed.) Report on conference held at Littauer Center, Harvard University, May 6, 1949. Published by New England School Development Council, Peabody House, 13 Kirkland St., Cambridge 38, Mass. Pp. 8. 50 cents.

Guide for Evaluating School Buildings. By Supt. Ralph D. McLeary, Concord, Mass. Eleventh in a series of pamphlets dealing with present-day problems in the development of better schools. March 1949. Published by the New England School Development Council, Peabody House, 13 Kirkland St., Cambridge 38, Mass. Pp. 52. 50 cents to members of council; \$1 to non-members.

SURVEYS

A Study of Public Education in Ottawa Hills, Ohio. (Mimeographed.) By John H. Herrick, E. B. Sessions, Paul Miller, T. C. Holy, et al. Bureau of Educational Research, Ohio State University. Pp. 171.

TEACHING METHODS

Teaching Children to Read. By Fay Adams, professor of education, University of Southern California, Los Angeles; Lillian Gray, associate professor of education, San Jose State College, San Jose, Calif., and Dora Reese, formerly field supervisor, department of education, State Teachers College, Duluth, Minn. Ronald Press Co., New York. Pp. 525. \$4.

The Teacher's Technique. By Charles Elmer Holley, formerly head of the department of education, James Millikin University. Aimed at the problem of maintaining and improving the professional standards of teaching. The Garrard Press, Champaign, Ill. Pp. 360. \$3.

Some Principles of Teaching. By Harold Spears, asst. supt., San Francisco. Prentice-Hall, Inc., New York. Pp. 147.

TRANSPORTATION

Regulations and Laws Relating to Pupil Transportation in California. California State Dept. of Education, Sacramento. Pp. 55.

VOCATIONAL GUIDANCE

Employment Outlook in Radio and Television Broadcasting Occupations. Bureau of Labor Statistics, U.S. Department of Labor in co-operation with Veterans Administration. Occupational Outlook Series, Bulletin No. 958. Pp. 69. Order from U.S. Government Printing Office, Washington 25, D.C. 30 cents.

Employment Outlook in Electric Light and Power Occupations. Bureau of Labor Statistics, U.S. Department of Labor. Occupational Outlook Series, Bulletin No. 944. Pp. 49. Order from U.S. Government Printing Office, Washington 25, D.C. Pp. 49. 30 cents.

OF GENERAL INTEREST

How to Tell Your Child About Sex. By James L. Hymes Jr., professor of education, State Teachers College, New Paltz, N.Y. Public Affairs Pamphlet No. 149, Public Affairs Committee, Inc., 22 E. 38th St., New York 16. Pp. 32. 20 cents.

The Nations Meet at the Ancient Crossroads of the World. By Ben M. Cherrington. Report on the third session of the general conference of UNESCO held in Beirut, Lebanon. Social Science Foundation, University of Denver. Pp. 26.



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*Cleans Dishes Faster
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AT LESS COST!*

In school and hospital kitchens it is economically important that hand dishwashing be a fast operation . . . and it is equally important that a high degree of sanitation be maintained. Midland Dishwashing Compound liquid cleanser, answers both needs. Try it! Full particulars sent on request.



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The famous George Peabody College for Teachers in Nashville, Tenn., has Sound Conditioned this First Grade Room with Acousti-Celotex Tile

One voice at a time **is enough for any classroom!**

Education suffers when teaching is hampered by unchecked noise in the classroom

Don't blame the teacher or pupil for poor results in school—not, at least, until you sit in the classroom and *hear* what goes on. Both instruction and concentration are seriously hampered when noise interferes with accurate hearing and thought. Unwanted noise discourages thinking, causes confusion, fatigue and even fear.

That's why modern Sound Conditioning is so essential to good education. Thousands of schools from coast to coast have already overcome this vital problem with Acousti-Celotex sound-absorbing ceilings. Students and teachers, alike, benefit directly and *immediately* when calm, constructive quiet replaces distracting noise.

Lunchrooms, classrooms, hallways, auditoriums, study halls and gymnasiums "quiet down" when treated with Acousti-Celotex Tile. Try it on your most troublesome spot and "see" how Acousti-Celotex soaks up unwanted noise instead of piling it up into one big din.

Any staple school budget can provide for lasting, low-cost Sound Conditioning with Acousti-Celotex materials. And the work can be done at night, without disrupting the school routine. Acousti-Celotex requires no special maintenance, can be painted again and again without reducing its sound-absorption efficiency.

Write for complete information and the name of your local distributor of Acousti-Celotex products. Address to

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Sound Conditioning

PRODUCTS FOR EVERY SOUND CONDITIONING PROBLEM



Architect: Douglas Orr, New Haven, Conn.
Contractor: W. J. Megin, Inc., Naugatuck, Conn.

Contemporary School Building has STEEL JOISTS *FOR ECONOMY AND FIRE-SAFETY*

This bright, cheerful-looking structure, the Ridge Road School, is one of the most attractive elementary schools constructed in the East in recent years. Located in North Haven, Conn., the one-story structure is built in the form of a "Y", so as to take full advantage of natural light. It consists of thirteen classrooms, a cafeteria, kitchen, and a combination gymnasium-auditorium. It also has an 180-ft unloading platform for buses.

One of the structural features of the Ridge Road School is the use of Bethlehem Open-Web Steel Joists in the roof construction, in combination with metal lath and poured concrete slab. This provides a roof construction which is long-lasting, economical, and resistant to fire.

In addition to their uses in roofs, Bethlehem Open-

Web Joists are ideal for floor construction in one-story school buildings with basements, as well as in multi-storied structures. When combined with concrete floor slab and plaster ceilings, they form a type of floor construction that is rigid, shrink-proof, and immune to attack by vermin and rodents. The work of building trades is simplified, too, for pipes and wiring can be run through the open webs of the joists.

Check with your architect about using Bethlehem Open-Web Joists in new school buildings. Or drop a line to us at Bethlehem, Pa., and we'll have our representative call with full details.

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*On the Pacific Coast Bethlehem products are sold by
Bethlehem Pacific Coast Steel Corporation*

Export Distributor: Bethlehem Steel Export Corporation

★ **BETHLEHEM OPEN-WEB JOISTS**





Fran is most fastidious ...LUCKY SHE HAS CRANE SCHOOL PLUMBING

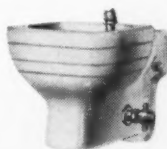
Things have to be "just so" with a girl like Fran. It's a little amusing at her age—but a good trait to develop!

And a girl can be fastidious with Crane school plumbing. Crane fixtures fairly sparkle with just the swish of a damp cloth. They *keep* their sparkle through years of hard school usage. Then, too, Crane provides such niceties as *Dial-ese* faucets that open and close at a finger's touch.

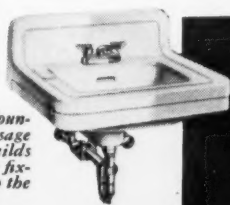
Every one of these qualities means lower maintenance for you (the captions tell you how!). Yes, low upkeep is the big feature of *all* Crane school fixtures—and you'll find them in a type and size for students of any age.

For full details, see your Crane Branch, Crane Wholesaler, or Plumbing Contractor, whether you plan a new installation or the modernizing of your present facilities.

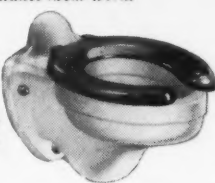
Low Maintenance—through easy replacement! To renew one of these *Dial-ese* faucets, you just slip out the old cartridge unit, slip in the new. One unit fits all Crane faucets. Shown, the Crane Norwich Lavatory.



Low Maintenance—through long life! This Crane Corwith fountain is built to take the tough usage it's certain to receive. Crane builds this extra life not only into the fixtures themselves, but also into the piping that makes them work.



Low Maintenance—through easy cleaning! Wall-mounted toilets like this Crane Rapidway make thorough cleaning a matter of seconds. Once over with a damp cloth, and even old Crane fixtures shine like new!



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If your school locks aren't uniform, forgotten keys and combinations are wasting hours of staff and student time.

You save that time when you standardize on Dudley Locks, Master-Charted to give you quick access to any locker. Use the Dudley Self-Financing Plan to get schoolwide protection without budget expense.

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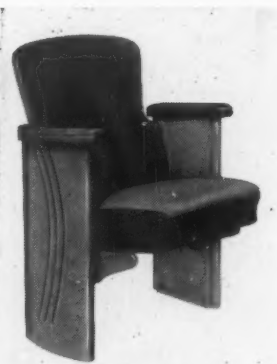
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For the auditorium, select Griggs' No. 16 BW chair, left. It will give years of usage!



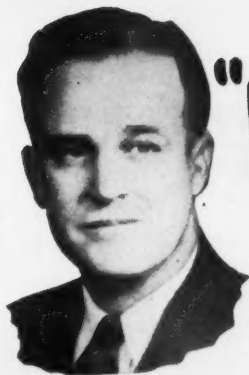
A chair for all ages, comes in all sizes, Griggs' No. 240 steel and plywood chairs. All steel frame. Birch or Maple faced, plywood seat and back rails.

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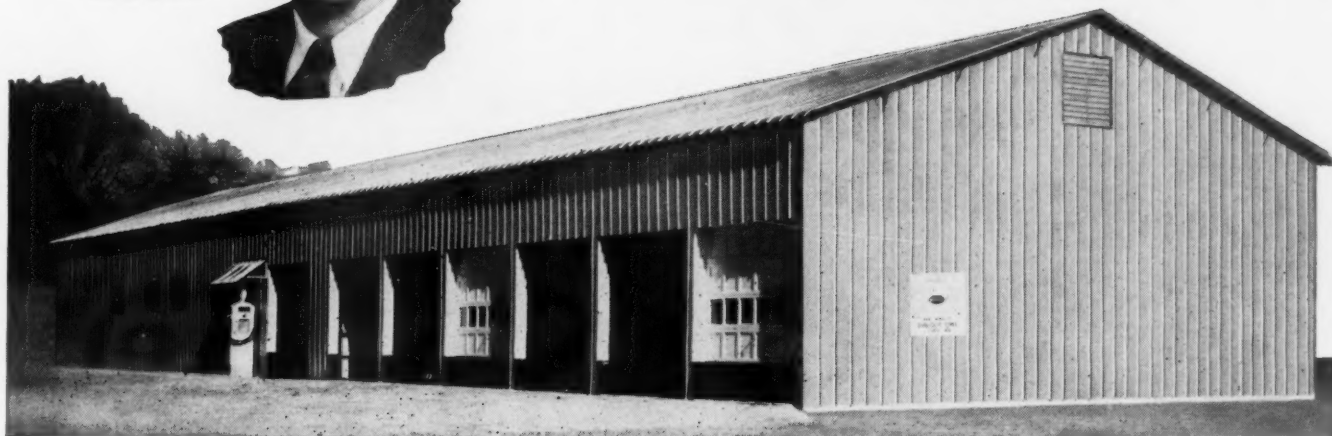
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BUTLER MANUFACTURING COMPANY

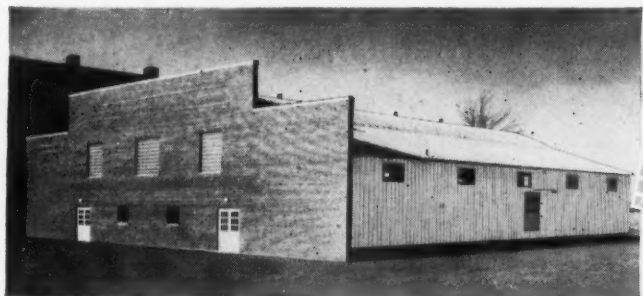
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BUTLER
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"People attending our basketball games comment on the roominess and ease of viewing games because of lack of obstruction to the playing floor," Mr. Hays said.



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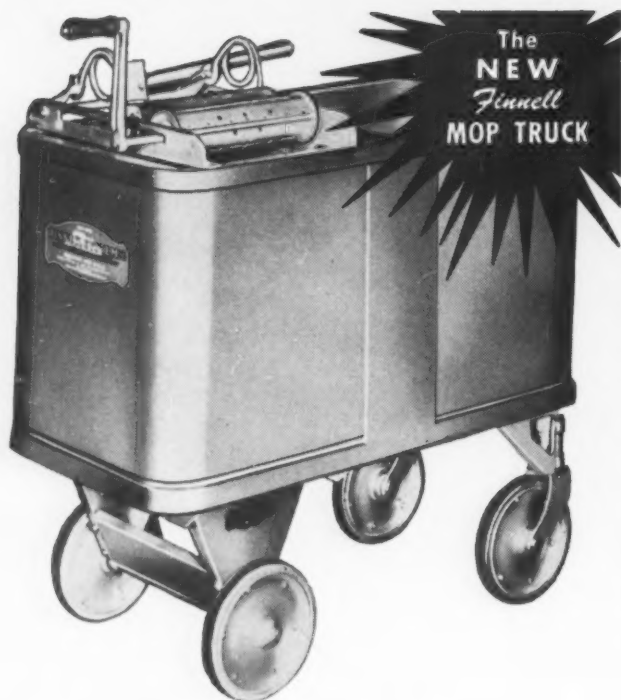
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It's Streamlined FOR GREATER CLEARANCE Conserves Storage Space

The new Finnell Mop Truck gives you all the fine features of the former Finnell truck plus several new ones. The new model has rounded corners and recessed wheels—especially desirable features when the truck has to be moved through narrow passages, and for conserving storage space.

A mop shield beneath the wringer of the truck prevents mop from dropping into the dirty water when being wrung. Wringer-rolls are of steel, and the truck has four double-disc pressed-steel wheels, two of which swivel . . . rubber or metal tires . . . and two 28-gallon tanks. Ruggedly constructed to withstand hard usage. Comes in stainless steel and in galvanized iron.

Finnell also makes a Mop Truck for smaller operations, with two 7½-gallon tanks. The complete Finnell line includes Combination Scrubber-Vacuum Machines . . . Portable Machines for wet-scrubbing, dry-scrubbing, dry-cleaning, waxing, and polishing . . . Heavy Duty Vacuum Cleaners for wet and dry pickup . . . Steel-Wool Pads and other accessories . . . Cleansers, Sealers, and Waxes for every floor-maintenance need.

The nearby Finnell man is readily available to help train your maintenance operators in the proper use of Finnell Equipment and Supplies. For consultation or literature, phone or write nearest Finnell Branch or Finnell System, Inc., 209 East Street, Elkhart, Indiana. Branch Offices in all principal cities of the United States and Canada.

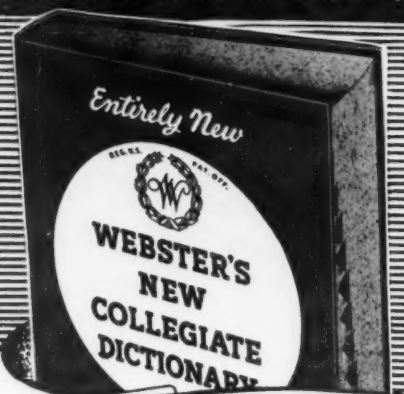


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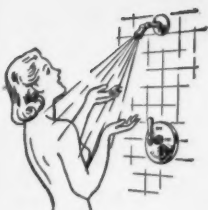
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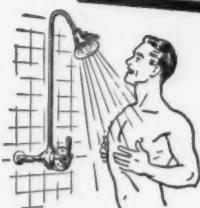
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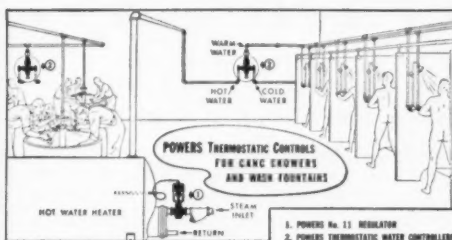
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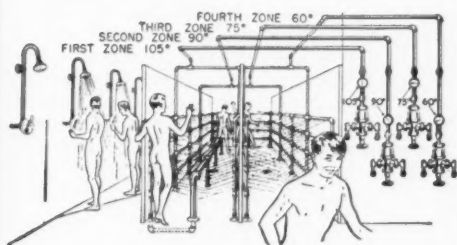
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reported by users. Is widely used in Hospital Hydrotherapy, Infant Baths, X-Ray and Color Film Developing.

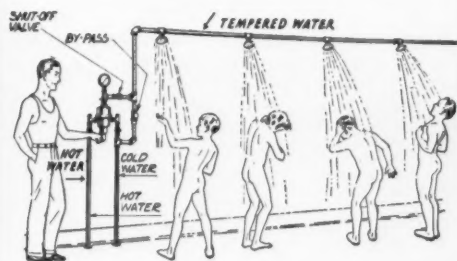
OTHER TYPES OF POWERS SHOWER CONTROLS



Below: Zone Shower for Swimming Pools



Below: Group Shower with Attendant



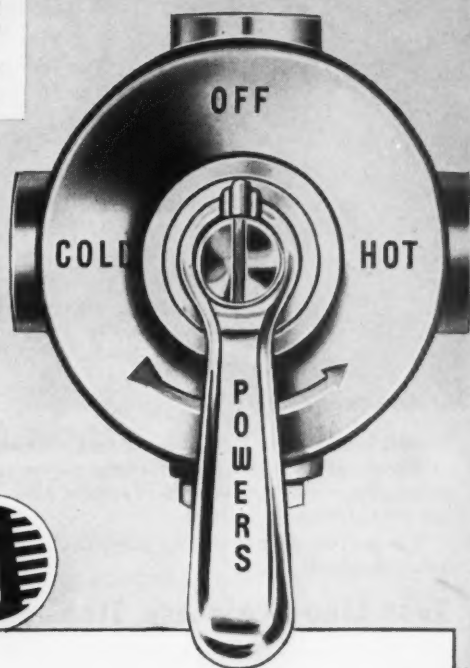
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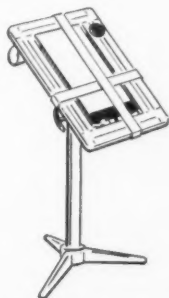
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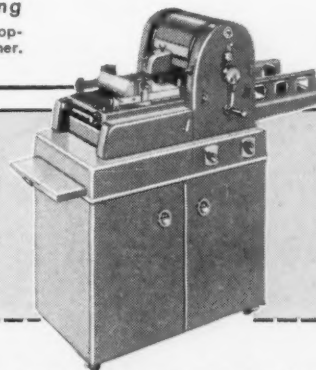


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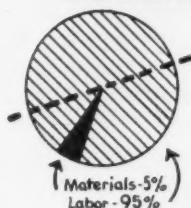
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*You don't need this diagram to know where your typical school maintenance dollar goes. Statistics prove 95 cents goes for labor—only 5 cents for materials.

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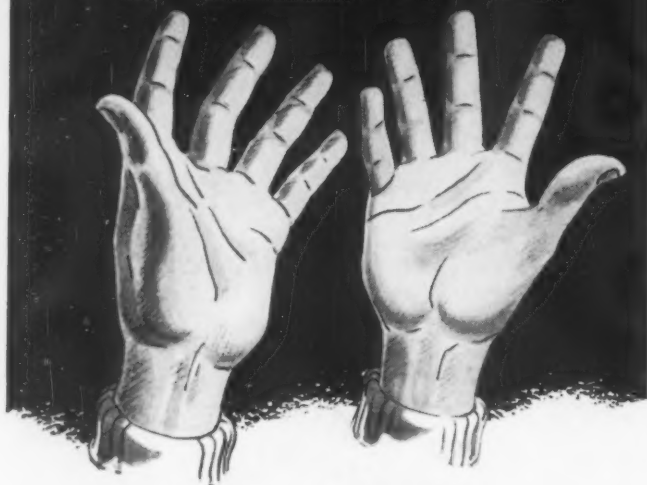
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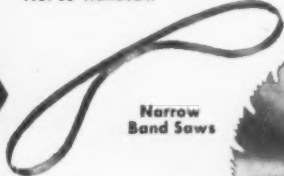
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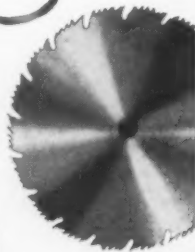
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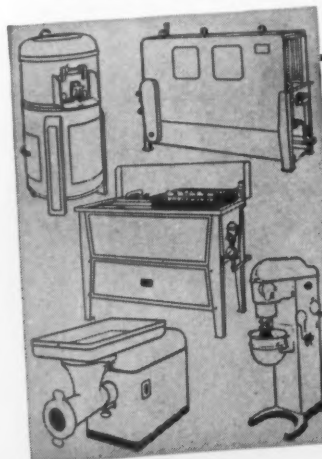
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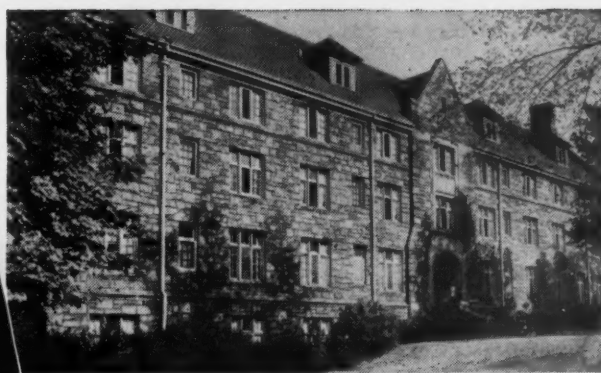


Mrs. Doris Seaman, Dietitian,
Geneva College

INCREASED ENROLLMENTS will continue to place a heavy burden on food service facilities in every type of educational establishment. It's natural, then, that volume cooking tools will be under increasing pressure to meet student demands.

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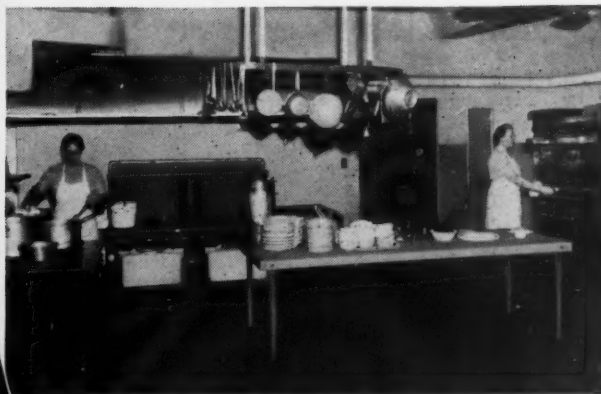
The qualities of the fuel itself establish GAS as the ideal heat source for volume cooking. The automatic controllability of GAS over the entire range of cooking temperatures makes each type of Gas Cooking Equipment suitable for a number of different functions. Thus the two ranges, oven, grille, and coffee urn provide a flexible set of volume cooking tools for serving 800 balanced meals daily. Then, too, the speed, cleanliness, economy, and versatility of GAS are important to efficient and sanitary food service operations. At Geneva College the sanitary requirements are further served by a time-saving Gas-fired Dishwasher.



McKee Hall, Geneva College, Beaver Falls, Pa.



McKee Hall Dining Room



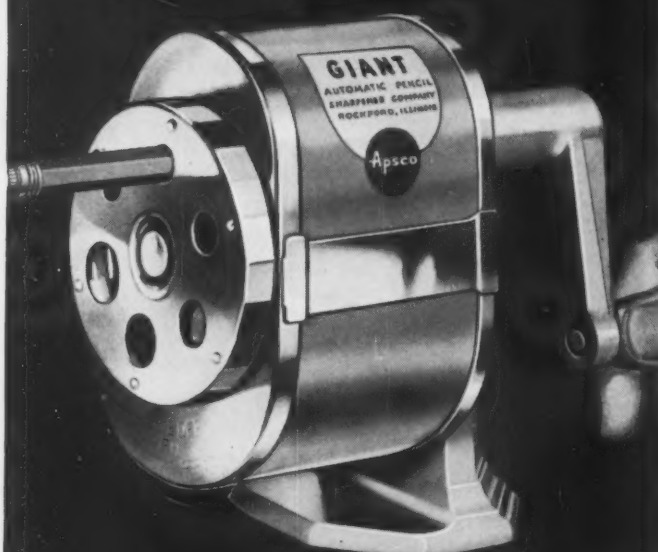
Modern oven (right) and heavy duty range (left) supplement original GAS Equipment to provide adequate volume cooking capacity for increased food service requirements. Mrs. Tillie Hunter, Head Cook, and Mrs. Eleanor Reed, Assistant, direct kitchen operation.

In thousands of schools and colleges, and in other types of institutions you'll find adequate proof of the results obtained with GAS and modern Gas Cooking Equipment for volume food service.



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**2½ times
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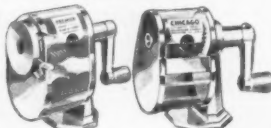


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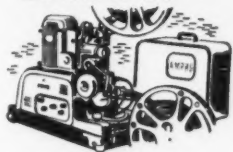
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The projector and amplifier unit alone of the new Ampro Stylist weighs only 20 lbs. A young girl can easily lift it up to place on stand or table. Lift-off case with speaker and accessories weighs less than 9 lbs.!



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A new streamlined, lightweight projector combining precision quality, unusual compactness and popular low price

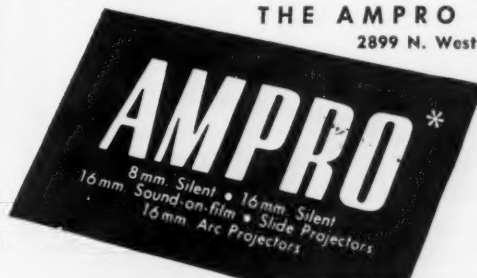
Here is the *perfect* 16mm. projector for the school field—the culmination of more than 20 years of experience by Ampro in building fine precision projectors that are used and approved by leading school systems, universities, museums and libraries all over the world.

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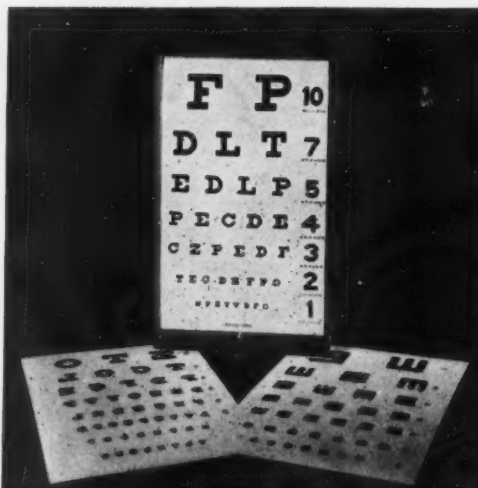
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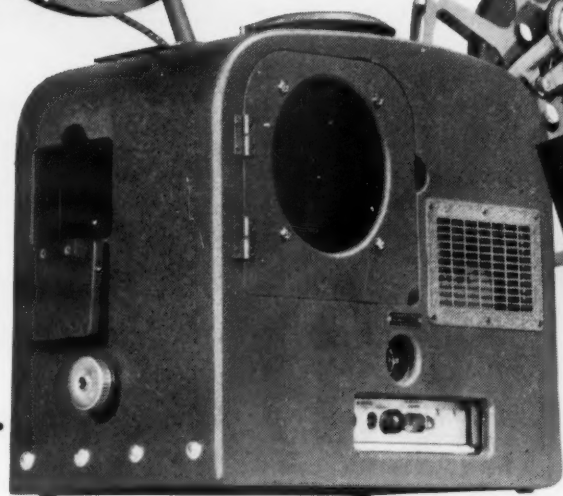
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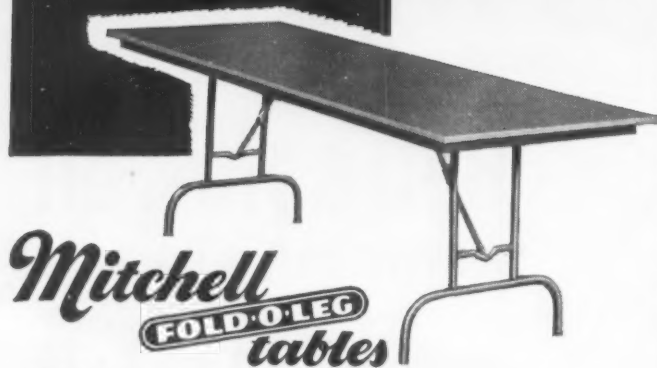
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(Porcelain on Steel)

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Ceiling Hung Toilet Compartments
offer the utmost in sanitation and
provide modern, distinctive
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public buildings.



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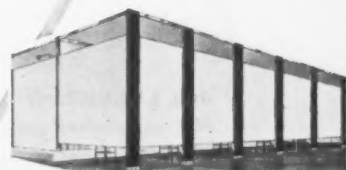
- There is one environment you can protect against premature obsolescence—the toilet room environment.

Toilet room compartments usually dominate a toilet room, influencing the toilet room environment. Sanymetal "PORCENA" (Porcelain on Steel) Toilet Compartments provide a generous measure of protection because of these features. Sanymetal "PORCENA"

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Sanymetal "PORCENA" ACADEMY Type Shower Stalls and Dressing Room Compartments provide the utmost in sanitation for tourist camps, gymnasiums, clubs, Y.M.C.A.'s, etc.

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*Trade Mark Reg. U. S. Pat. Off.

"PORCENA" (Porcelain on Steel)

TOILET COMPARTMENTS, SHOWER STALLS AND DRESSING ROOMS



Write for Sanymetal Catalog 86 which illustrates modern toilet room environments suitable for all types of buildings. Several attractive designs in a wide range of colors available. This catalog is also contained in Sweet's 21B Architectural File for 1949.



Sanymetal "PORCENA" NORMANDIE Type Toilet Compartments endow a toilet room environment with dignity and good taste.

NO MORE SHOE MARKS



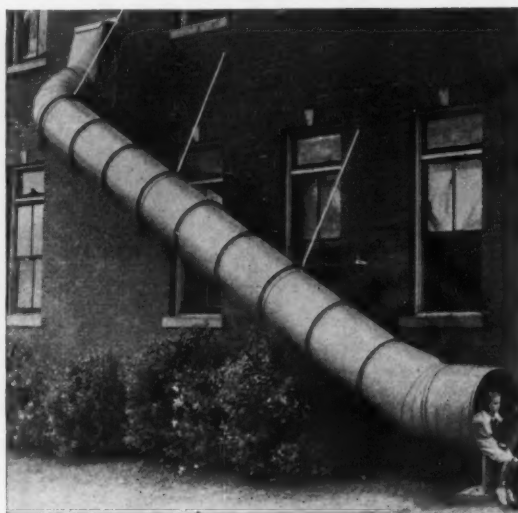
To retain its attractive appearance, to assure cleanliness and economical maintenance, your gymnasium floor finish must be preserved. Formerly this was almost impossible, because cleaners used to remove unsightly shoe marks were generally injurious to the finish. But now there is a tried and proved method of removing and preventing shoe marks economically and safely. It's the Churchill Romp-On Cleaner Method . . . guaranteed to bring the results so urgently needed. Less than 30 minutes per day are required to keep the gym floor beautifully clean, always free from black shoe marks. And the finish is properly preserved without making the floor dangerously slippery! Call your Churchill distributor or representative today, or write . . .

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GALESBURG, ILLINOIS
MANUFACTURERS OF SUPERIOR FLOOR AND
BUILDING MAINTENANCE MATERIALS AND TOOLS

RESPONSIBILITY

rests heavy on school heads

when
fire
rages
and
dear
ones
are
made
help-
less
by
heat
and
smoke.



The POTTER has proved its efficiency in many schools in evacuating pupils and also hospitalized 2nd and 3rd story occupants. Everything is lovely until that terrorizing cry of FIRE startles everyone to frantic thoughts of escape. Then regrets—or satisfaction if the building has POTTER tubular flameproof exits. Write for full information.

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SLIDE FIRE ESCAPES

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Over 9,000 POTTER FIRE ESCAPES in service.



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Here's an instructors table eight feet long and 30" wide—that provides plenty of room for students to gather around. No need to crowd and stand two-deep for close-ups of demonstration experiments. It is designed for your comfort, too. A 23" wide knee space enables you to sit down at the table. This is only one of Hamilton's standard designs—many others are shown in the Hamilton catalog No. 211. Send for your copy today.



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Hamilton Manufacturing Company, Two Rivers, Wis.

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Almost all calculating consists of obtaining a series of intermediate answers (sums, products, results) that are added or subtracted in succession until the final answer is reached. These exclusive "remembering" dials of the new Burroughs store these intermediate answers automatically and show the accumulated results. Thus the intermediate answers and the final answer are arrived at *directly*—without the usual time-wasting rehandling of figures.



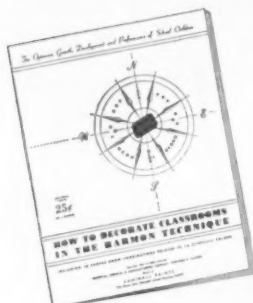
These dials show the results of individual computations (addition, subtraction, multiplication, division). As intermediate answers are obtained, they can be added to or subtracted from the amount in the rear dials instantly, by depressing a single key. The two sets of dials work together to simplify calculating to a new degree . . . to make it easier and faster and less costly.

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Accuracy, simplicity of adjustment, ease of installation and long life make Montgomery the best buy in a program timer. Ask your distributor for detailed information. The name of your nearest Montgomery distributor will be supplied upon receipt of your request.



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Go to Compton's Fact-Index

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Wyandotte makes a cleaning compound for each and every type of maintenance cleaning job. In the specialized *Wyandotte* line are:

Wyandotte Wax — a water emulsion wax for use on all types of finished wood floors, asphalt tile, rubber tile and linoleum floors. It is wear-resistant, anti-slip, beautiful to look at, easy to apply and maintain.

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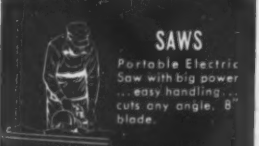


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Portable Electric Saw with big power... easy handling... cuts any angle. 8" blade.



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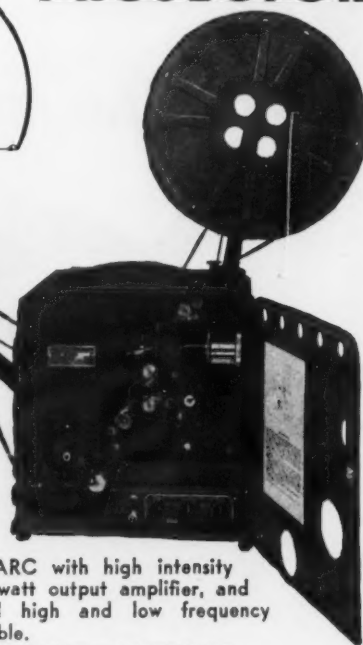
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16mm Sound-on-Film PROJECTOR



Large 10-Tooth
Sprockets—
4 teeth engaged in
film at all times,
giving maximum
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The new REXARC with high intensity arc lamp, 40 watt output amplifier, and newest coaxial high and low frequency speaker, available.

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Movable walls for classrooms

Here, Modernfold is used to divide the lecture room from the laboratory. These accordion-type doors are just as effective for other room division purposes. They are walls but movable ones! Closed, they assure absolute privacy; folded against the wall, the entire area is consolidated. The beautiful, washable fabric covering conceals a sturdy metal frame. Write for full details—and ask also how smaller Modernfolds save space for all types of interior openings.



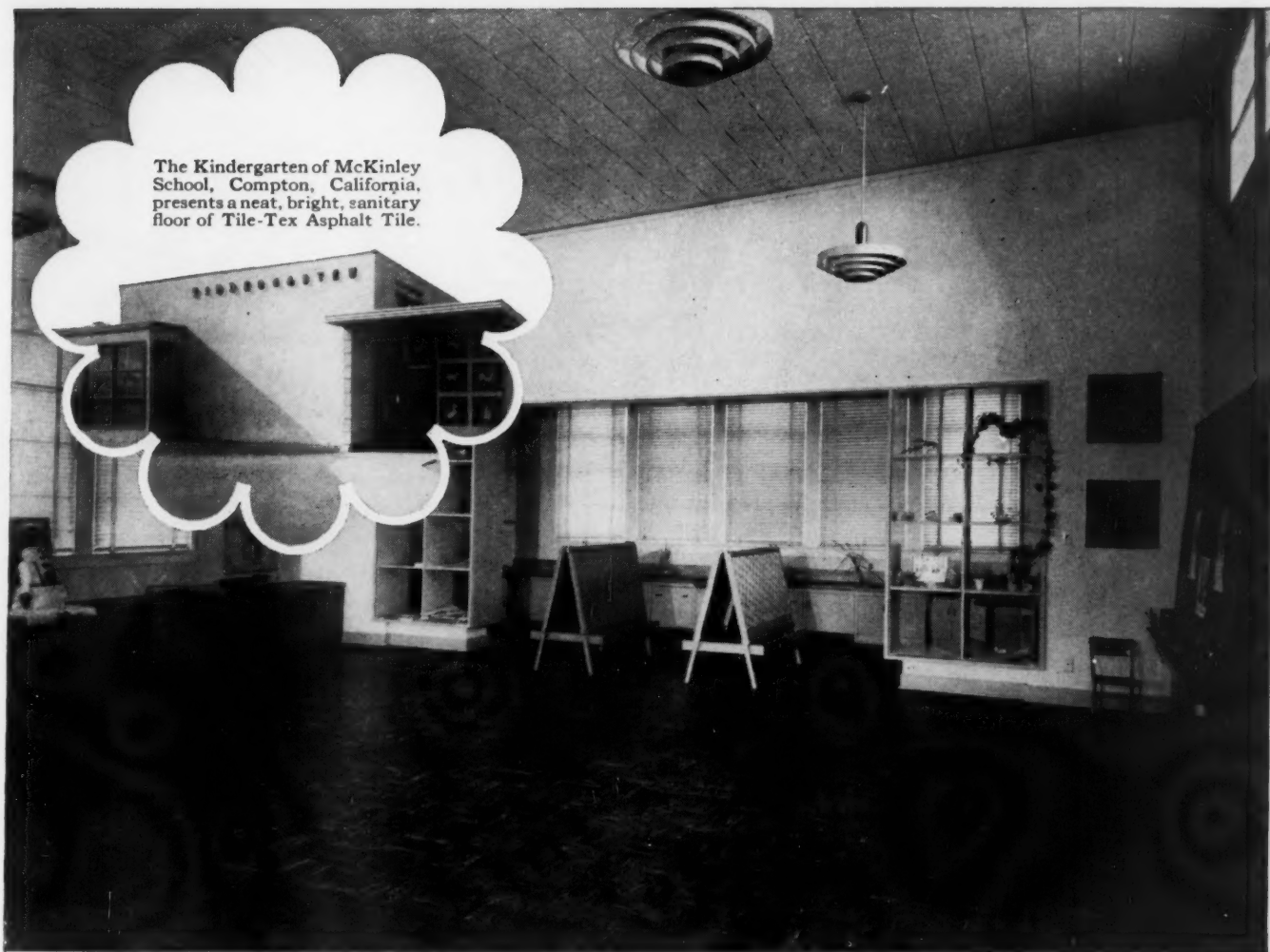
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Consult your local telephone book for the names of our installing distributors.

The Kindergarten of McKinley School, Compton, California, presents a neat, bright, sanitary floor of Tile-Tex Asphalt Tile.



ONE-TWO...
THE THING TO DO
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TILE-TEX...The Quality Asphalt Tile

Choose **TILE-TEX*** Asphalt Tile! It's decorative...
 It's durable... Low in first cost and maintenance

Give this *quality* asphalt tile an entrance examination for your flooring requirements. You'll find it passes every test... *cum laude*.

The low first cost is complemented by fast, economical installation. Maintenance expense is rock-bottom, when this simple curriculum is followed: daily sweeping to remove loose dirt, periodic washing, water waxing (if desired). As easily and inexpensively as that, and your Tile-Tex floors in corridor and classroom stay at their sparkling, brilliant best.

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And don't lose sight of the decorative avenues this versatile flooring material opens. A wide range of sharp, clear colors plus tile-at-a-time installation offer almost unlimited pattern possibilities... both decorative and functional. Custom-cut inserts can be set right into the floor for anything from nursery games in the kindergarten to a Bunsen burner and retort design, to identify the Chemistry Lab.

Get the complete story on why Tile-Tex is so well-fitted for school flooring. For special literature and the name of your nearest Tile-Tex contractor, write **THE TILE-TEX DIVISION, The Flintkote Company, 1235 McKinley St., Chicago Heights, Ill.**

*REGISTERED TRADEMARK, THE FLINTKOTE COMPANY



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BUZZIE is just learning to write.

And every line he writes starts out with big, generous letters and ends up with little squeezed-up ones.

The trouble, of course, is that he hasn't learned to plan ahead. He concentrates on making those big letters, and lets the end of the line take care of itself.

Many grownups have the same trouble Buzzie has—not with their handwriting, but with their money.

They blow it all at the beginning, when it looks like there's nothing to worry about, and let the "end of the line" take care of itself. But it practically never does.

That's why the Payroll Savings Plan and the Bond-A-Month Plan are such a blessing. They are "human-nature-proof."

For you don't have to keep battling yourself over the head to save money when you're on one of these plans. The saving is done *for* you—automatically.

And remember, every U.S. Savings Bond you buy brings you \$4 in ten years for every \$3 invested.

So don't let your life run on like Buzzie's handwriting. Fix up the "end of the line" once and for all by signing up today for the Payroll Savings Plan—or, if you are not on a payroll, the Bond-A-Month Plan at your bank.

Automatic SAVING IS SURE SAVING — U.S. SAVINGS BONDS



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★ The world has never seen its equal, matchless in beauty and quality and like the Cullinan Diamond, Hillyard kept floors are overwhelming in their beauty, cleanliness and sparkle ... kept that way by the matchless quality of Hillyard Floor Treatments, Maintenance Products, and Floor Machines. A product for every type of floor, every type of building.

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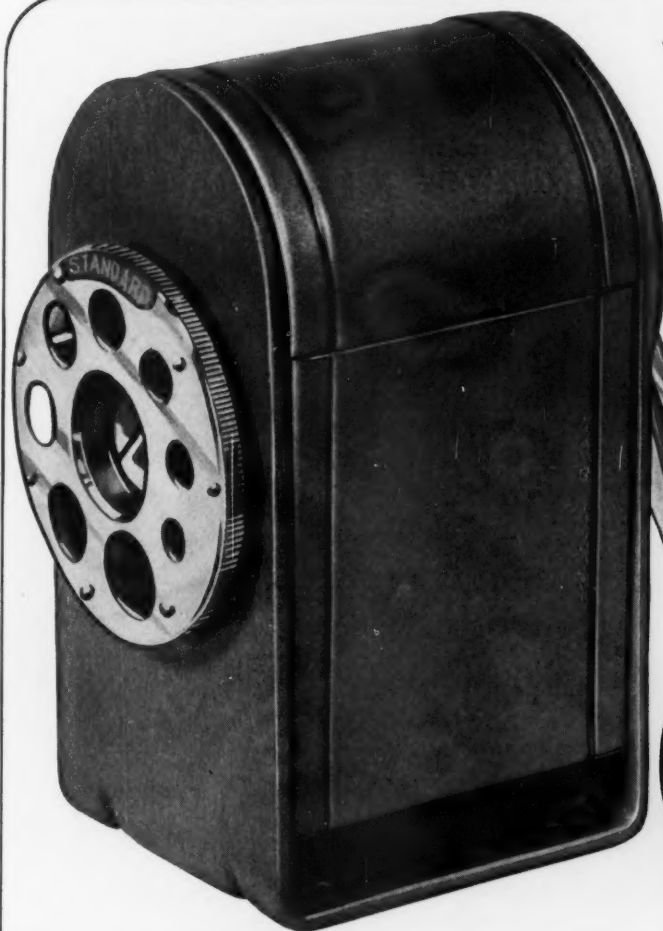


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DISTRIBUTORS HILLYARD CHEMICAL CO., ST. JOSEPH, MO. BRANCHES IN PRINCIPAL CITIES

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The Boston Bulldog

A new Pencil Sharpener with a Heavy Steel frame and simplified double bearing design ... famous solid steel cutters (15 cutting edges). It's tough and successfully battles the wear and tear of school or office—at relatively low cost. Mail coupon for complete details about this Boston Bulldog model.



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Also Manufacturers of Speedball Pens
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Gentlemen:

Please send, without obligation, literature and complete details about the Boston Bulldog Pencil Sharpener.

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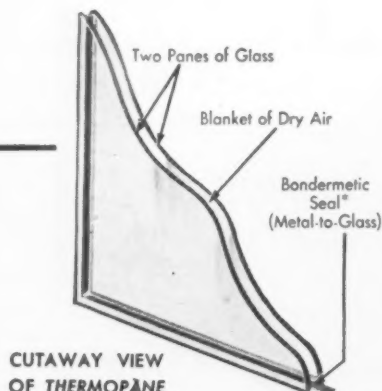
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Whatever the outdoor conditions, indoor temperatures and humidities are easier to control when light-transmitting walls are *Thermopane*®. This sealed, double-glass windowpane provides year-round insulation... makes sight-saving daylight design more practical for schools in all climates. Installed in fixed or opening sash, *Thermopane*'s high insulating efficiency helps keep rooms warmer in winter with less fuel... assures greater comfort all year. For details, write for our *Thermopane* book and list of standard sizes. *®



Architects: Perkins & Will, Chicago, Ill.



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GIVES YOU THESE BENEFITS

- Cuts heat loss through glass, assures heating economy year after year.
- Reduces downdrafts, providing comfort near windows as well as away from them.
- Minimizes condensation on glass, helps maintain healthful humidities.
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MADE WITH POLISHED PLATE GLASS



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What's New FOR SCHOOLS

SEPTEMBER 1949

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 144. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Vericon Television System



The use of television for teaching is now possible with the Vericon Television System which was developed for use by the Army during the war and is now being made available for general use in education and business. The system is complete within itself, consisting of the camera or pick-up unit, the pulse-power unit and the master viewer and extensions. Its small size, operating simplicity and the fact that it transmits over a cable rather than through the air make it especially useful in teaching. Since it delivers its impulses over a coaxial cable, there is no need for FCC permission to broadcast. The system needs only to be plugged into any 110 volt, 60 cycle socket for operation.

Each of the three units of the system is light in weight, compact and completely portable. Once they are connected and initially adjusted the system is entirely automatic. The camera can be mounted in any position, horizontally or vertically, and is easily operated. The master control monitor and viewer has a 42 square inch screen with master controls for remotely operating the camera. The equipment is ruggedly designed to operate continuously over long periods and extension viewers may be hooked up to the master viewer and extended as far as 4000 feet away. Any normal television receiver of the commercial type can be used as an extension monitor.

The Vericon System can be used in any way in which television can serve in teaching. In biology, science and similar subjects where the use of a

microscope is required a large group of students can observe with the teacher whatever is shown on the microscope slide. Most technical and mechanical processes can be demonstrated to a large group or to several classes at the same time through the system with its extension viewers. Similarly, films can be shown over the system to several classes at one time from a central projection room, thus avoiding the necessity for transporting film and projector. The Vericon System offers wired, portable television which should prove of value in the solution of many teaching problems. **Remington Rand Inc., Dept. NS, 315 Fourth Ave., New York 10. (Key No. 402)**

Blakeslee Mixers

The new line of Blakeslee mixers has been designed for more efficient operation and the new flowing lines facilitate cleaning. The variable speed control is a feature of the new models. A "V" belt drive permits changing to any speed by a simple turn of a hand wheel while the mixer is in operation. The beaters travel around the bowl as they rotate, thus assuring more even mixing. The new mixers are available in floor and bench models, in sizes ranging from 12 to 80 quart capacity, and they are finished in Duco or stainless clad construction. **G. S. Blakeslee & Co., Dept. NS, 1844 S. Laramie Ave., Chicago 50. (Key No. 403)**

Kromet for Dishwashing

A new product, designed to combine excellent dishwashing action with bactericidal properties, obtained by the gradual release of active chlorine from a special organic ingredient, has recently been announced. Known as Kromet, the new product is mild, pleasant in odor, free rinsing and economical. It is designed to help in keeping bacteria count low on dishes washed either by the simple wash and rinse treatment or when in addition they are rinsed in a germicidal solution. **Wyandotte Chemicals Corp., Dept. NS, Wyandotte, Mich. (Key No. 404)**

Crayonex Packages

New packing for Crayonex drawing and coloring crayons has been announced to facilitate the wider range of uses of this color medium. The new No. 322 Crayonex box is a 24 color assortment in a tuck box, two rows of 12 sticks each. The de luxe Crayonex package No. 326 comes in a flat lift-lid box with 32 colors, including gold, silver and copper, each in its own groove for convenience in keeping the colors in proper order. The new packages are in addition to the regular Crayonex packages already in use in schools. **The American Crayon Co., Dept. NS, Sandusky, Ohio. (Key No. 405)**

Reflex Slide Projector

The new GoldE Reflex 300 watt slide projector is built into the case and is designed for use with 2¼ by 2¼ inch color slides. A feature of the new unit is the noiseless, powerful blower cooling which keeps the entire machine cool to the touch and at room temperature at the slide aperture. The integrally designed housing is precision die cast of aluminum and the optical engineering of the Reflex is built around the triple condensers, which fit into machine guides with a heat absorbing glass that effectively prevents any heat from reaching the slide. The new GoldE Rotilt permits immediate tilting to the projection level and the lateral tilt, built



into the bottom of the case, gives accurate control. **GoldE Mfg. Co., Dept. NS, 1220 W. Madison St., Chicago 7. (Key No. 406)**

Micro Library Reader

The development of microcards, the system by which the complete text of a book, pamphlet, treatise and the like



is reduced in size and reproduced on one or more cards of standard library catalog size, requires a micro reader for magnifying the material for reading in libraries which have adopted this space saving system. The Micro Library Reader is such a device and is the result of many years of engineering and optical research to achieve the best possible magnification of microcard material with uncomplicated operation.

The machine is so designed that the microcard is easily placed by simply lifting the lid and dropping it into the card holder. A knob on top of the lid moves the card vertically and horizontally so that any page can be found at once. A knob on the right side is turned to give clear focusing on the screen. The Reader is sturdy in construction, simple in operation and is designed for long service. Little maintenance is required and its smooth functional lines make it a not unattractive addition to the library. **Northern Engraving & Mfg. Co., Dept. NS, La Crosse, Wis. (Key No. 407)**

Single-Case Projector

The RCA "400" Junior is a new single-case addition to the "400" series of RCA 16 mm. sound motion picture projectors. The new projector retains the high quality features of the RCA "400" series but is designed to meet the requirements for a one-case unit. The compact design was achieved through rearrangement of the 8 inch speaker and its incorporation in the lid of the case, which doubles as a speaker baffle. The speaker may be placed adjacent to the projector or next to the screen through the use of a 50 foot cable.

High speed gears made of nylon are used in the new Junior model for quieter operation and longer life. Operational features make the new model

unusually cool running and selective speed change is accomplished mechanically. "Theatrical type" framing, which adjusts the position of the film in the gate without moving the aperture plate, is another feature of the new model. **Radio Corporation of America, RCA Victor Division, Dept. NS, Camden, N.J. (Key No. 408)**

Prismatic Glass Block

Especially designed for school classrooms in those parts of the country which have the greatest sunlight, the Insulux Glass Block No. 352 makes possible low brightness contrasts. When used in the conventional classroom, maximum brightness contrasts remain within the comfort range at all points of the room where children are seated in the usual manner.

In outward appearance the new No. 352 is no different from the Insulux No. 351 prismatic glass block, hence the two designs can be used on different exposures of the same building. **American Structural Products Co., Dept. NS, Toledo 1, Ohio. (Key No. 409)**

Smoke Abatement System

Smoke abatement can be a problem in school maintenance and is a particularly difficult one because schools are commonly located in residential areas. The PliOjet over-fire air system for smoke abatement should therefore command the interest of school administrators and engineers. The system works on the basis of preventing smoke formation through injecting secondary air into the fire where it is needed and mixing it with the unburned gases, thus obtaining complete combustion.

Ten standard sets make it possible to select the arrangement that will provide adequate penetration at the maximum firing rate according to requirements. All installations are engineered and installed to meet individual conditions. **Plibrico Jointless Firebrick Co., Dept. NS, 1800 Kingsbury St., Chicago 14. (Key No. 410)**

Transparent Globe Mounting

The new crystal clear cradle mounting for Nystrom globe maps is so designed that the globe ball can be turned in any direction, thus permitting any point to be brought to the top. In addition, being made of crystal clear plastic, parts of the map within the cradle are easily viewed without obstruction. The cradle mounting also permits removal of the globe for touch perception. It is available in both 12 and 16 inch sizes. **A. J. Nystrom & Co., Dept. NS, 3333 Elston Ave., Chicago 18. (Key No. 411)**

Wet or Dry Vacuum Cleaner

A new wet or dry vacuum cleaning system has been developed for institutional use which is powerful, efficient and easily portable. It operates without belts, dust bags or brushes and with available attachments the machine will handle a wide range of cleaning problems. It is equipped either as a dry pick-up machine or, with an adapter, as wet and dry pick-up machine.

The sturdy, compact design and low center of gravity make the machine easy to maneuver in confined areas. Four hard rubber swivel casters also add to its maneuverability. The construction is such that the machine is quiet in action, attractive in appearance and designed for long life. All seams below the water line are double electro-welded and the tank is lined with a corrosion resisting finish. Standard equipment includes flexible hose, steel cleaning wand, floor tool and upholstery tool. **The American Floor Surfacing Machine Co., Dept. NS, 518 S. St. Clair St., Toledo 4, Ohio. (Key No. 412)**

Floor Polisher

The new FP11 Floor Polisher is a light weight, custom-built machine for conditioning small floor areas and for use as an auxiliary machine to regular or heavy duty floor conditioners. The base is of cast iron with the motor centered directly over the brush, thus giving balanced pressure. It is easy to handle and sturdily constructed. The handle can be lifted off for vertical storing in a small closet and the base alone can be used for polishing small areas or off-the-floor surfaces. The



brush is instantly removed without tools and the motor is permanently lubricated and completely enclosed. **Red Devil Tools, Dept. NS, Irvington, N.J. (Key No. 413)**

Lighting Fixture

The Solarlite "Dean" is a new lighting fixture designed to provide low cost, low maintenance school lighting with no diminution of the quality and quantity of illumination recommended by ASPSL and NASC. Using the new light source, the 5 foot 40 watt Low Brightness Lamp with instant start, the "Dean" is a semi-direct distribution type luminaire to be suspended, some light going to the ceiling but most of it directed down.

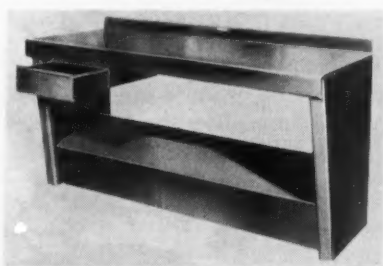
The new fixture is of all metal construction, adequately shielded to crosswise viewing of the lamp. Reflecting surfaces are finished in synthetic baked white enamel and other surfaces in neutral silvertone. The fixture has an easily accessible open bottom and can be cleaned from the floor with a vacuum brush. **Solar Light Mfg. Co., Dept. NS, 1357 S. Jefferson St., Chicago 7. (Key No. 414)**

Calgonite Control

The Calgonite Control is designed to maintain automatically any required concentration of Calgonite compound in washing equipment. The result of intensive field and laboratory work, the control has a variable resistor which permits adjustment of the feed of solution to the wash tank for any soil load or any desired concentration of the washing compound and automatically and continuously measures the strength of the washing solution. The unit operates on 110 V 50-60 cycle alternating current and is wired into the starting switch of the washing machine. It may be operated by a separate switch if the operator prefers. **Calgon, Inc., Dept. NS, 323 Fourth Ave., Pittsburgh 22, Pa. (Key No. 415)**

Steel Work Bench

The new Equipto streamlined steel work bench has a 12 gauge steel top



and is ruggedly constructed for hard use. It cannot splinter, warp or crack since it is built entirely of steel and it is easy to keep clean. It can be used for small lathes, drill presses and other uses and is 6 feet long, 34 inches high and 28 inches deep. The legs are sloped

back out of the way for the worker and electrical knockouts for double outlets are provided in the front of each leg. Back rails hold items on the shelf and top of the bench and the handy drawer is mounted on rollers. The bench is finished in olive green enamel but is available in other colors at a slight additional cost. **Equipto, Division of Aurora Equipment Co., Dept. NS, Aurora, Ill. (Key No. 416)**

Smoke Abatement System

The problem of smoke abatement in residential districts where schools are commonly located makes it advisable for the school administrator and his engineers to give the subject serious consideration. An improved, effective system for smoke abatement has been developed by the Eclipse Fuel Engineering Company based on the basic principle of forced air to eliminate objectionable smoke. The Eclipse Centrifugal Blower is an overfired air jet system which operates only when needed, forcing air into the firebox to cause complete combustion, thus avoiding the formation of excess smoke.

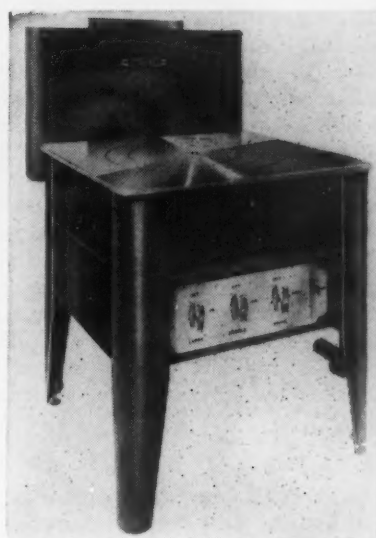
The Eclipse plan offers the single manifold and double manifold air jet systems, the system best suited to the need being engineered to fit the specific application. Controls for the systems are manual or automatic, as desired. Under visual-manual control, a push button station is used for a manual start and stop of the blower. A photoelectric cell is installed in the stack and interconnected with the blower starter for automatic control. **Eclipse Fuel Engineering Co., Dept. NS, Rockford, Ill. (Key No. 417)**

Wall Type Convector

A new low height, high heating capacity, sloping top, wall type convector has recently been announced by the C. A. Dunham Company. Designed for single or multiple installation, a sheet metal "splice plate" conceals the pipe connections between units, giving the appearance of one long continuous convector when installed in a series.

The cabinet has a removable front, horizontally slotted outlet grille and the unit is available with a choice of 3 types of 1 1/4 inch finned pipe heating elements: steel pipe with steel fins; steel pipe with aluminum fins, or copper pipe with aluminum fins. The convector is 10 3/8 inches high and 5 1/2 inches wide, in lengths from 2 to 6 feet in 6 inch increments. It may be used on either steam or forced circulated hot water installations. **C. A. Dunham Co., Dept. NS, 400 W. Madison St., Chicago 6. (Key No. 418)**

All-Purpose Stove



The new Pyrastove is an all-purpose gas-fired stove providing flexibility, speed, durability and space-saving in one attractive unit. Field-tested for 18 months, the stove has a new, high-low universal 3 ring burner and a new, efficient combustion and heat distribution system. It offers all speeds from the lowest for the most delicate cookery to high speed for fast or heavy boiling.

The stove is constructed with a 10 gauge steel body, a stainless steel cylinder that directs the heat wash evenly against the fast-heating steel top, 3 continuously welded steel rings with 466 stainless steel parts and separate heat control valves. It is 24 inches high, 22 1/2 inches square, with adjustable legs, 3/4 inch machined steel top and 8, 12 and 16 inch openings. The burner, a high speed design, is of the so-called "universal" type, usable with all gases, requiring only an orifice change for high B.t.u. gases. The top, heat distributor, burners, liner and dip tray can be removed from the body of the stove in one minute for easy cleaning. **The G. S. Blodgett Co., Inc., Dept. NS, 50 Lakeside Ave., Burlington, Vt. (Key No. 419)**

Motor Construction Kits

A new line of fractional h.p. motor construction kits for use as teaching aids in school shops and laboratories has recently been announced by the Educational Section of General Electric's Apparatus Department. Each kit contains the necessary components, completely machined for assembling a full size, regulation motor. The kits are available in four sizes: 1/4 and 1/2 h.p. single-phase capacitor-start type, 1/2 h.p. three-phase, and a DC unit suitable for use as a 300 watt generator or 1/2 h.p. motor. **General Electric Co., Apparatus Department, Dept. NS, Schenectady 5, N. Y. (Key No. 420)**

Product Literature

- The new edition of the **Seal-O-San Basketball Coaches Digest** has recently been released by Huntington Laboratories, Inc., Huntington, Ind. The booklet contains information from 31 leading basketball coaches and trainers who discuss their theories and styles of play used successfully during the 1948-49 basketball season. Liberally illustrated with diagrams and photographs, the 9th edition of this booklet also has several photo sequences of teams running through intricate plays and shots. The booklet is available without charge to all coaches and athletic instructors. (Key No. 421)
- A new manual published by the Minneapolis-Honeywell Regulator Co., 2820 Fourth Ave. S., Minneapolis 8, Minn., discusses automatic controls for the modern school. The booklet is written in non-technical terms for administrators, school board members, architects and engineers and describes control systems for schoolhouse heating, ventilation, water temperature, refrigeration and boiler rooms. Fuel-saving instruments for maintaining different temperatures in rooms and zones of a school building are also described. (Key No. 422)
- A new loose-leaf binder containing data on **"Hotpoint Commercial Electric Cooking and Baking Equipment"** has recently been issued by Hotpoint, Inc., 5600 W. Taylor St., Chicago 44. Full catalog information with specifications and illustrations, as well as floor plans for arranging the equipment, is given in the series of enclosures. The material has been brought up to date and is divided into sections, indicated by thumb tabs, covering each type of electric cooking and baking equipment. (Key No. 423)
- **"Royalsteel Distinctive Metal Furniture"** is the title of an attractively laid out and printed 16 page catalog published by Royal Metal Mfg. Co., 175 N. Michigan Ave., Chicago 1. In addition to excellent photographic illustrations of these arm chairs, executive chairs, side chairs, tables, settees and costumers, the descriptive information gives details of the precision construction of this steel furniture. (Key No. 424)
- The 1949 edition of the **American Educational Catalog** will list more than 7500 primary and secondary school textbooks. This year books will be listed under subject classifications, thus facilitating use of the catalog for reference. The catalog was published in May by R. R. Bowker Co., 62 W. 45th St., New York 19, and is available at a cost of 50 cents per copy except to school superintendents to whom it is sent without charge. (Key No. 425)
- The new 48 page **Teaching Aids Catalog No. 82** recently issued by the George F. Cram Company, Inc., 730 E. Washington St., Indianapolis 7, Ind., lists a diversified selection of school maps, globes, atlases and charts, many of them reproduced in full color. Full descriptive information is included in the catalog with data on individual and set mountings, prices and other helpful details on this full line of American made equipment. (Key No. 426)
- A comprehensive study by Sylvania Electric Products Inc., 500 Fifth Ave., New York 18, of the effect of artificial light on color has been reported in a booklet, **"Color Is How You Light It,"** issued by the company. Results of the study furnish a method of determining which of the six different tones of white light now available are best suited to different colors of paints and fabrics. (Key No. 427)
- **"The 'Lusterized' Glass Entices Appetites"** is the title of a new booklet published by the Olson Mfg. Co., Albert Lea, Minn. How legal regulations can be met in kitchen and fountain by the use of the Lusterizer, the portable Olson glass washer which fits any sink, is discussed in the booklet. The Lusterizer is designed to turn out 700 to 800 clean glasses, devoid of lipstick or cloudy film, each hour with one operator. Details of operation of the Lusterizer are shown in diagrammatic drawings and text. (Key No. 428)
- The complete line of **stop watches and chronographs** for sports, laboratory and industrial use is covered in a new catalog recently issued by Clebar Watch Co., 551 Fifth Ave., New York 17. (Key No. 429)
- **"A Dream of Green Air . . ."** is the title of a booklet (Dorex Bulletin 118) issued by W. B. Connor Engineering Corp., 114 E. 32nd St., New York 16, which tells, in narrative style with simple diagrams, some of the problems of air cooling and heating, how a small percentage of odors can make the entire atmosphere objectionable, and how the problem can be solved and money saved. (Key No. 430)
- A combined catalog, listing more than 200 sound film subjects offered by Allied Independent Producers, 2044 N. Berendo St., Los Angeles 27, Calif., has been published to help busy administrators and teachers find films for curriculum needs. The catalog is indexed for convenience in use and includes films produced and distributed by the five members: Academy Films, Arthur Barr Productions, Bailey Films, Inc., Johnson Hunt Productions and Paul Hoefer Productions. (Key No. 431)

- Technical data, ratings, measurements and other material on **"Kewanee Steel Boilers for Seating, Power and Process Steam"** are given in the new **General Catalog 80**, edition 80N, recently issued by Kewanee Boiler Corporation, Kewanee, Ill. Specifications on the various equipment is supplemented with blueprint type drawings of installations. (Key No. 432)

- Changes and improvements in engineering specifications and product design of the **Akron Electric Line of Commercial Cooking Equipment** are described in a new 16 page 2 color catalog issued by Associated Products, Inc., 1025 2nd National Bank Bldg., Akron 8, Ohio. (Key No. 433)

- **"Hussey Safe Seating"** is the title of a booklet recently issued by Hussey Mfg. Co., Inc., North Berwick, Maine. A two page spread in the center illustrates and describes the detailed construction of Hussey portable bleachers and complete specifications are given as well as a table of "Dimensions, Weight and Capacity." Institutions now using Hussey equipment are listed on page 7. (Key No. 434)

- **"A Selected List of Films From Britain, 1949"** is an illustrated review of 16 mm. sound motion pictures available from Britain Information Services, 30 Rockefeller Plaza, New York 20. Brief information is given on each film together with information on its area of use. All films are indexed under subject matter. (Key No. 435)

Film Releases

Six teaching filmstrips on "Clothing and Shelter"—"Cotton," "Wool," "Making Shoes," "Building a House," "Making Bricks for Houses" and "Making Glass for Houses." Encyclopaedia Britannica Films Inc., Wilmette, Ill. (Key No. 436)

"Come to the Circus," 3 reels. Library Films, Inc., 25 W. 45th St., New York 19. (Key No. 437)

Suppliers' News

Johns-Manville Corp., 22 E. 40th St., New York 16, manufacturer of building materials, announces the opening of the **Johns-Manville Research Center at Manville, N.J.**, on May 24, 1949, "Devoted to raising living standards and creating jobs . . . To service through science for better homes and greater industrial efficiency . . . To providing more and better things for more people."

U. S. Gutta Percha Paint Co., Providence, R.I., manufacturer of paint products, announces opening of new Chicago office and warehouse at 417 W. Ohio St., Chicago 10.

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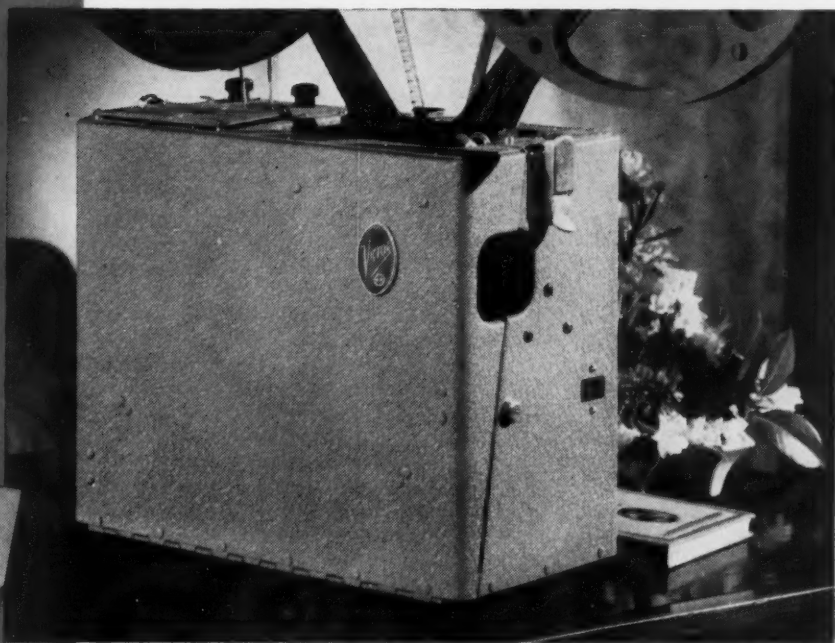
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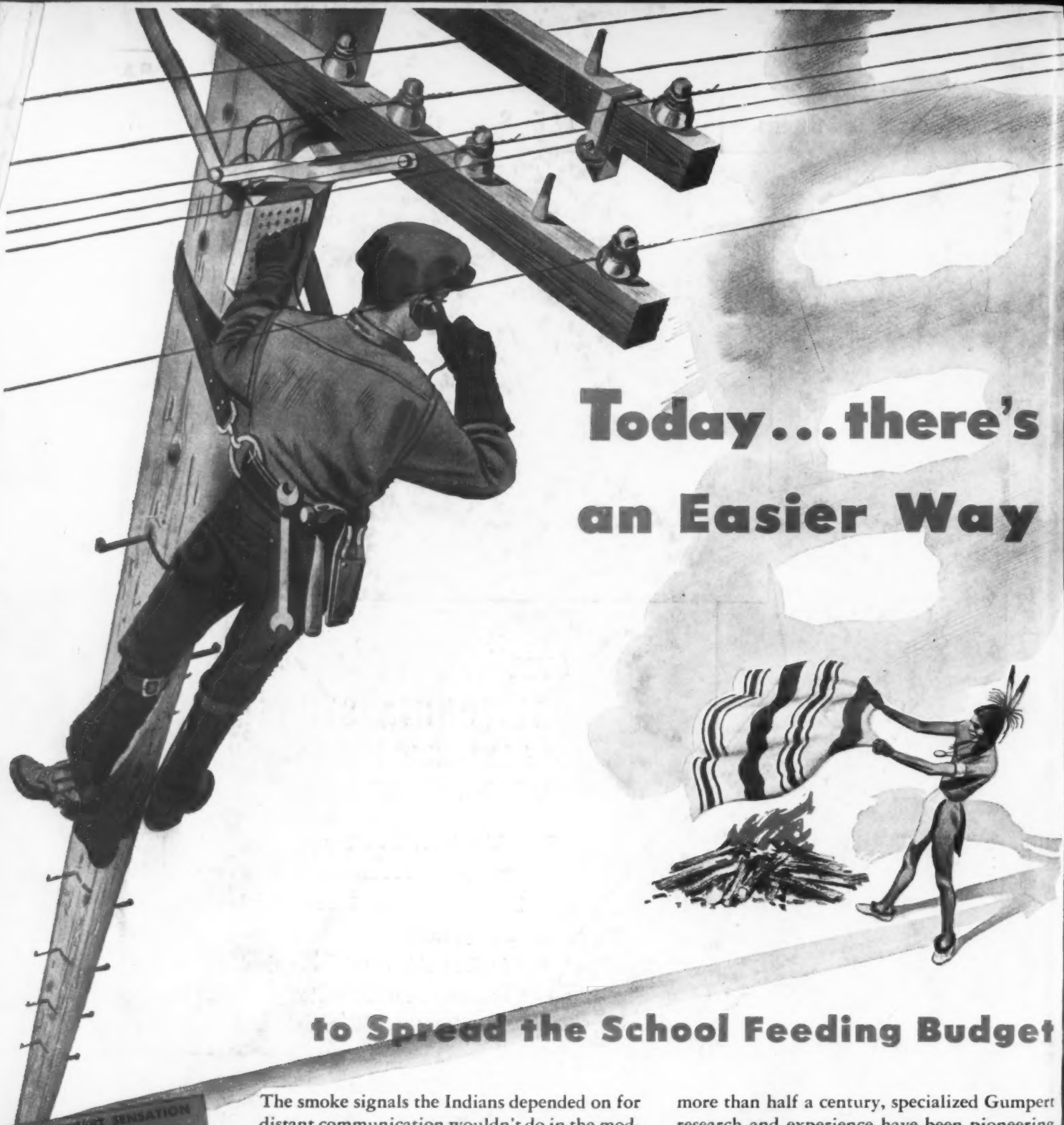
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* Figures recently released by Francis W. Noël, Chief, Division of Audio-Visual Education, State of California Department of Education, Sacramento, California.

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